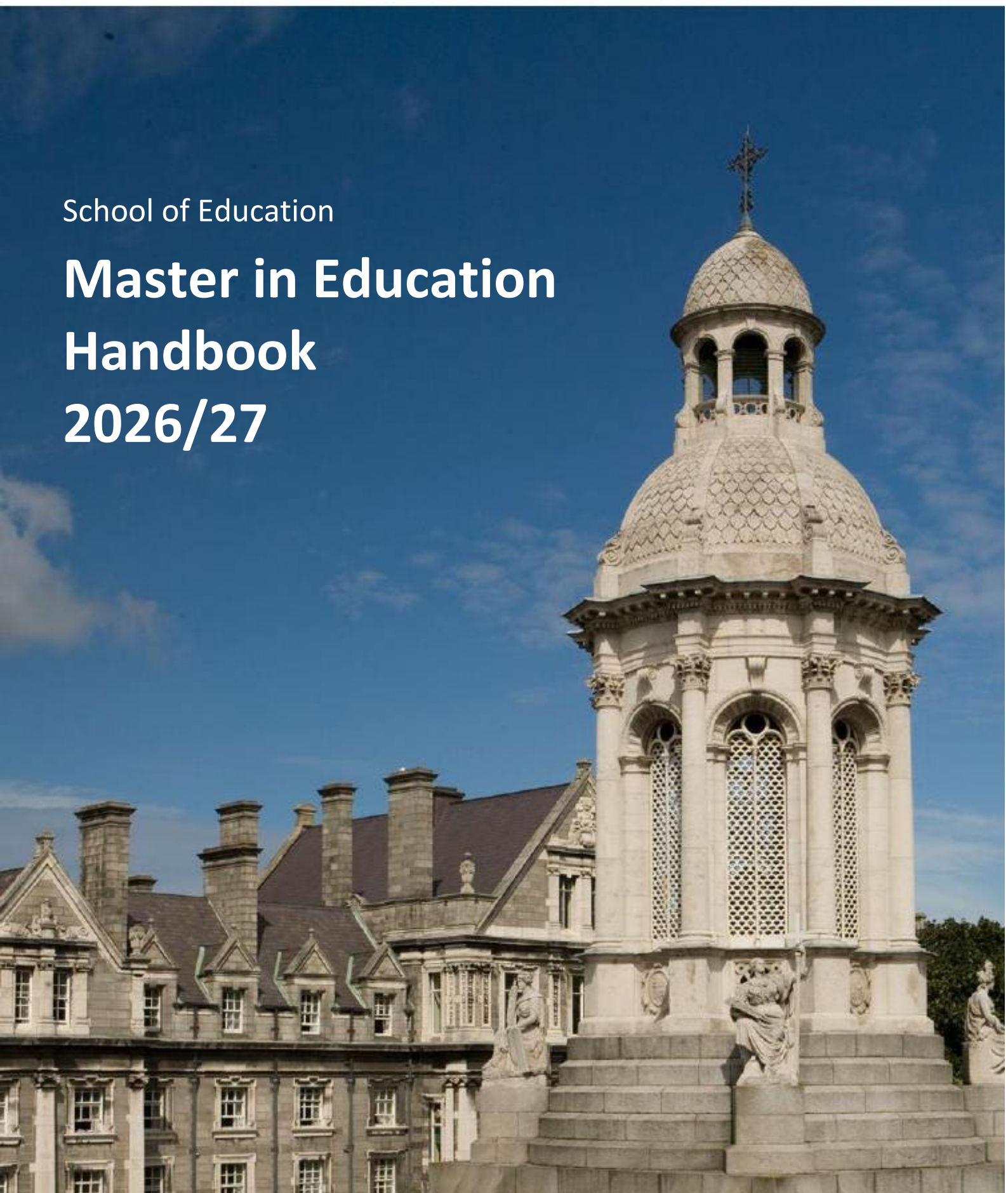




Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

School of Education

Master in Education Handbook 2026/27



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1.0 Introduction

1.1. Welcome Message from the Head of School

Dear students

I am delighted to welcome you to the School of Education and to Trinity College, the University of Dublin. I wish you every success and joy in your studies with us over the coming year.

Trinity College has been a central part of the academic, cultural and social fabric of Irish society for over 400 years. The University is the leading university in Ireland, and the School of Education is the top ranked School of Education in Ireland and 66th in the world (QS rankings). In the School of Education, we work at the forefront of research, policy and practice in the field of education so that we can contribute to the creation of a more just and sustainable society.

We are delighted that you have made the choice to join us on your educational journey. The continued growth and success of the School is a reflection of the welcome, care and attention we extend to all our students, both new and established. We have been preparing for your arrival this academic year as ever with all of our staff focused on ensuring that our course provides a premier teaching qualification, highly valued by post-primary schools.

We believe in the transformative power of education for all. Our mission as educators is to provide an inclusive learning community for our diverse student body which is student-centred and based on innovation, collaboration and critical thinking. In our teaching and research we embody our core values of curiosity, inclusion, collaboration, sustainability, transformation and innovation.

Collectively, we work to bridge the gap between research, practice and policy to effect positive change. By modelling best practice in teaching learning and assessment, we prepare you to carry these principles into your classrooms on placement and onwards in your future careers.

This handbook is your resource to prepare for and navigate your progress through this programme. It highlights the many resources which you can access in the School and the wider University to support you on this journey.

We invite you to get involved in all that the College and the School have to offer. We warmly welcome your input to help shape and inform the programme into the future. Together we will make it a success and ensure that you develop to your full potential within the programme.

Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

I wish you every success in the year ahead and look forward to meeting you during your time with us in the School.

Professor Ann Devitt

Head of School

1.2. Welcome Message from the Master in Education Office

Welcome to the Master in Education programme offered by the School of Education.

We are confident that you will find the Master in Education (M.Ed.) programme challenging and demanding but also hope that you will find your studies at Trinity College Dublin interesting and rewarding. All of the pathways on the M.Ed. programme have been designed to offer a dynamic and coherent postgraduate learning experience. Our programme seeks to ensure that your studies are an enjoyable period of personal and professional development. The programme is based on a flexible format, facilitating students who wish to study on a part-time basis. The programme is multi-disciplinary in nature and is taught by subject specialists in each of the relevant areas. Each of the programme pathways have been designed to meet the specific needs of teachers, educators, and other professionals, incorporating a diverse range of inclusive teaching and learning methods.

Throughout the year, School of Education staff and invited speakers give seminars on a wide range of topics. You are very welcome to attend any of these. Details can be found on noticeboards throughout the school, on the School's webpage, and through the School's social media postings:

Website: <https://www.tcd.ie/Education/>

Facebook: <https://www.facebook.com/education.tcd/>

Instagram: <https://www.instagram.com/schoolofedtcd/>

LinkedIn: <https://www.linkedin.com/school/trinity-college-dublin/posts/?feedView=all>

The information contained in this M.Ed. Handbook applies to all students studying on the M.Ed. programme, so we would advise all M.Ed. students to read the Handbook thoroughly. We wish you every success in the coming year.

Dr Michelle Share – Director, Master in Education programme

Address: Room 3097, Arts Building, Trinity College Dublin, Dublin 2.

Email: sharem@tcd.ie

Ms Sheena Helbert – Executive Officer

Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.

Email: mastered@tcd.ie

Ms Lucy Banks – Executive Officer

Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.

Email: mastered@tcd.ie

1.3. About This Handbook

This Handbook has been designed specifically for Master in Education (M.Ed.) students of the University of Dublin, Trinity College as a supplement to the University of Dublin, Trinity College Calendar 2026/2027, available at <https://www.tcd.ie/calendar>. The Handbook is intended as a guide to various aspects of the M.Ed. programme offered by the School of Education.

The Handbook is accurate at the time of production and may not reflect changes that may have occurred to the programme after its publication. Any necessary amendments will be notified via students' College email address. In the event of any conflict between the General Regulations of the College, as formulated in the University of Dublin, Trinity College Calendar, and this Handbook, the provisions of the General Regulations will prevail (Calendar 2026/2027).

An electronic copy of this Handbook is available from the M.Ed. section of the School of Education website. A printed copy of the Handbook is available from the M.Ed. office upon request.

1.4. School of Education

The School of Education was established in 1905 and is one of the major professional schools of the University. Over the past 100 years it has grown in size and reputation and provides a substantial range of postgraduate courses in education, as well as undertaking research into many important areas of education.

The School is committed to engaging with educational issues through teaching and research at a number of levels: initial teacher education, postgraduate teacher education, and continuing professional development. The School is dedicated to undertaking high-quality research that permeates teaching at both undergraduate and postgraduate levels. This scholarly activity has gained both national and international recognition in both the academic and professional community and contributes to the understanding and practice of education. The School of Education is recognised as being one of the Top 100 Schools of Education worldwide – it was 66th in the 2026 Quacquarelli Symonds (QS) Subject Rankings.

2. General Information

2.1. Master in Education (M.Ed.) Office

If you wish to visit the M.Ed. office in person, you must email the office in advance to arrange a suitable day and time. Please see details below for contacting the M.Ed. office.

- Address: Room 3087, Arts Building, Trinity College Dublin, Dublin 2.
- Opening hours: 9.00am-5.00pm, except for lunch 1.00pm-2.00pm.
- Email: mastered@tcd.ie
- Website: www.tcd.ie/Education

2.2. Staff Contacts

2.2.1. School of Education - M.Ed. Office

The School of Education will communicate with you by email, using your University email address (i.e., your name@tcd.ie student email account) which you will receive when you register. You are advised to check your email account regularly, or to set up a forwarding facility on your TCD account. Instructions on forwarding mail can be found at: <http://www.tcd.ie/itservices/>. All enquiries regarding modules, assignments, feedback, supervision, and course submissions should be directed to the M.Ed. office at mastered@tcd.ie.

Role	Name
Head of School	Prof Ann Devitt HeadofEducation@tcd.ie
Director of Teaching and Learning (Postgraduate)	Prof Keith Johnston KJOHNSTO@tcd.ie
Director of Research	Dr Joanne Banks BANKSJO@tcd.ie
Director of Global Engagement	Dr Gavin Murphy gavin.murphy@tcd.ie
Director, Master in Education Programme	Dr Michelle Share sharem@tcd.ie

Coordinator of the Master in Education Programme (Dissertation)	Dr Louise Heeran Flynn HEERANFL@tcd.ie
Subject Librarian	Ms Geraldine Fitzgerald FITZGEY@tcd.ie
School Manager	Mr Conn McCluskey CMCCLUSK@tcd.ie
Programmes Manager	Ms Jess Freeman mastered@tcd.ie
Executive Officers	Ms Sheena Helbert Ms Lucy Banks (part-time) mastered@tcd.ie
Disability Liaison Officer	Dr Donatella Camedda CAMEDDAD@tcd.ie
Director of Inclusion	Prof Andrew Loxley LOXLEYA@tcd.ie
External Examiner	Prof Liam Guilfoyle Oxford University, United Kingdom
External Examiner	Prof Déirdre Ní Chróinín Mary Immaculate College, Limerick

2.2.2. School of Education - M.Ed. Pathway Coordinators

The M.Ed. covers a wide range of academic disciplines. Consequently, each of the academic subject areas has a Pathway Coordinator who leads on its operation and development (see Table below).

Specialised Pathways

Pathways	Name
Drama in Education*	Dr Susan Kennedy-Killian susan.kennedykillian@tcd.ie
Higher Education	Dr John Walsh WALSHJ8@tcd.ie
Leadership and Policy in Education	Dr Gavin Murphy and Niamh Deignan Gavin.murphy@tcd.ie NDEIGNAN@tcd.ie
Psychology of Education	Dr Ciara Molloy ciara.molloy@tcd.ie

Open Pathways

Pathways	Name
Arts Education	Dr Susan Kennedy-Killian (Semester 1 only) susan.kennedykillian@tcd.ie Prof Erika Piazzoli (Semester 2) Erika.Piazzoli@tcd.ie
Assessment & ICT in Education	Dr Keith Johnston KJOHNSTO@tcd.ie

Inclusive Education	Dr Donatella Camedda CAMEDDAD@tcd.ie
Higher Education	Dr John Walsh WALSHJ8@tcd.ie
Language Education	Dr Chelsea Whittaker WHITTACH@tcd.ie
Leadership and Policy in Education	Dr Gavin Murphy and Dr Niamh Deignan Gavin.murphy@tcd.ie NDEIGNAN@tcd.ie
Mathematics Education*	Dr Aibhín Bray brayai@tcd.ie
Music Education*	Dr Susan McCormick mccorms5@tcd.ie
Philosophy and Social Policy in Education	Dr Andrew Gibson Andrew.Gibson@tcd.ie
Psychology of Education	Dr Ciara Molloy ciara.molloy@tcd.ie
Science & Society*	Prof Joseph Roche Joseph.Roche@tcd.ie

*Please note that some pathways may not be available every academic year.

Compulsory Modules

All M.Ed. students participate take these modules, regardless of the pathway they have chosen.

Module	Name
Academic Literacy: Planning Research in Education	Dr Susan Pike Susan.Pike@tcd.ie
Research Methods: Creating Research in Education	Dr Chelsea Whittaker WHITTACH@tcd.ie

2.2.3. Other Useful Contacts

IT Services

Students are provided with full IT support via College's IT Service Desk. A wide range of IT training is also available - either online or face-to-face.

- Address: Áras An Phiarsaigh (AAP), Ground Floor, Trinity College Dublin, Dublin 2.
- Opening hours: Monday to Thursday: 9 - 17.30 and Friday: 9 - 17.00.
- Telephone number: +353-1-8962000.
- Email: itservicedesk@tcd.ie
- Website: <https://www.tcd.ie/itservices/>

Academic Registry

Academic Registry provides services that support the complete student lifecycle – from application to graduation.

- Address: Watts Building, Trinity College Dublin, Dublin 2, Ireland.
- Opening hours: Monday to Thursday: 9am - 5.30pm and Friday: 9am - 5pm.
- Telephone number: +353-1-8964500.
- Email: academic.registry@tcd.ie
- Website: <https://www.tcd.ie/academicregistry/>

3. M.Ed. Aims and Learning Outcomes

3.1. Taught Component of the M.Ed.

The M.Ed. programme, with its balance of theory and practice, provides students with an evidence informed basis for a life-long study of education. This is achieved through the provision of opportunities for receptive critical thinking, active participation in courses, and the development of theoretical, philosophical, and curricular competences.

On completion of the taught modules, students should be able to demonstrate:

- Systematic understanding and critical awareness of current problems and new developments in education, curriculum, school leadership, and related social, psychological, and education issues;
- Practical expertise in relevant curriculum, leadership, and management areas;
- Skills in the management of change and innovation in educational settings; the application of their knowledge, comprehension, critical awareness, and problem-solving abilities within a framework of research;
- Apply knowledge comprehension, critical awareness and problem-solving abilities within the framework of research areas related to their field of study;
- Effective communication of the results of their research, or advanced technical and professional learning, to both specialist and non-specialist audiences.

3.2. M.Ed. Dissertation

The M.Ed. Dissertation is designed to enable students to undertake a more in-depth study of an aspect of their chosen area of study than is possible through their modular studies.

On completion of the M.Ed. Dissertation, students should be able to demonstrate, **both orally and in writing**:

- A critical awareness of contemporary issues and problems within the student's chosen knowledge domain;
- Expertise in original research which contributes to practice and/or knowledge;

- Critical interpretation of, and application of, knowledge;
- Expertise in empirical and/or non-empirical forms of research related to their chosen knowledge domain;
- Critical reflection on professional, social, and ethical responsibilities linked to the application of their knowledge and judgments;
- Ability to take responsibility for the intellectual activities of individuals and/or groups;
- Effective communication of their conclusions (and the rationale and processes underpinning these) to specialist and non-specialist audiences;
- Ability to undertake self-directed or independent learning.

Further details on the M. Ed. Dissertation year is at [Section 8](#) of this handbook.

3.3 Marking Scheme for Module Assignments

All modular assessments are graded as Distinction, Pass, or Fail. The examining lecturer assigns a provisional grade to a piece of work. This grade remains provisional until the process of the Court of Examiners, whereby the External Examiners and the Court of Examiners may amend a provisional grade that has been recommended. Coursework and assignments are graded in accordance with the conventions (please see section 7.10). These grade descriptions are intended to provide guidelines for the marking of coursework and assignments in the taught component of the M.Ed. course. They are not rigid prescriptions, but general indications of the qualities that are expected at each level of classification.

4. M.Ed. Course Structure

4.1. (a) Course Outline: Route of Study

The M.Ed. programme is available as a modular and flexible route of study, and students select one of the following routes to pursue:

Route 1: One Year Full-Time

Students complete six taught modules (four pathway modules, 40 ECTS, and two research modules, 20 ECTS) and a 15,000-word supervised Dissertation module (30 ECTS) in one academic year. Students following the full-time route are not eligible to submit their Dissertation unless a minimum grade of a 'Pass' has been achieved in each of the taught modules. Students applying for the full-time route must submit a 1,200-word description of their area of research interest at the point of application. Full-time students are required to be based in the greater Dublin region during their academic year of study.

Route 2: Two Years Part-Time

In Year 1, students complete six taught modules (four pathway modules, 40 ECTS, and two research M.Ed. modules, 20 ECTS). In Year 2, students complete and a 15,000-word supervised Dissertation module (30 ECTS). Students wishing to progress to the Dissertation year must have achieved a minimum of a 'Pass' grade in each taught module. In addition, part-time students must submit a 1,200-word research proposal before continuing to the Dissertation year.

Route 3: Three Years Part-Time

In Year 1, students complete three taught modules, which are two pathway modules (20 ECTS) and one research module (10 ECTS) for a total of 30 ECTS. In Year 2, students complete three taught modules (two pathway modules, and one research module, a total of 30 ECTS). In Year 3, students complete a 15,000-word supervised Dissertation module (30 ECTS). To progress to Year 2, students must pass all the Year 1 modules. To progress to the Dissertation year, students must pass all the Year 2 modules and have submitted a 1,200-word Dissertation proposal.

Modules are normally taught in several different formats:

- In person, weekdays (Monday - Friday);
- Occasional in person, weekends (Saturdays);

- Blended, where some teaching will be face-to-face and some online;
- The Summer School format (Drama in Education pathway only) is scheduled across a two-week intensive Summer School, normally held in July, involving study on Saturdays and several evenings).

4.1. (b) Course Outline: Pathways

The M.Ed. programme can be taken as a specialised pathway (Drama in Education, Higher Education, Leadership and Policy, Psychology of Education) or as an open pathway. Within open pathways, the pathway(s) and where applicable optional modules to be followed are selected prior to registration and cannot be changed after the selection is made.

The specialised and open pathways options feature different structures:

- Specialised pathway: four core modules dictated by the selected pathway, as well as two research modules, 'Academic Literacy: Planning Research in Education' and 'Research Methods: Creating Research in Education'.
- Open pathway: two core modules dictated by the selected pathway; two choice modules, open across all pathways, timetable permitting; as well as two research modules, 'Academic Literacy: Planning Research in Education'; 'Research Methods: Creating Research in Education'.

The specialised and open pathways lead to the same degree, Master in Education, (M.Ed.) and feature six 10 ECTS modules and the Dissertation, for a total of 90 ECTS.

4.2. The M.Ed. Dissertation Module

The Dissertation module consists of a 15,000-word supervised Dissertation graded on the basis of Distinction, Pass, or Fail. References and preliminary pages are not included in the word-count. Preliminary pages include pages such as Title Page, Declaration, Abstract, Summary, Acknowledgments, Table of Contents, List of Tables and Figures, Lists of Abbreviations, and Lists of Appendices. Appendices and references are not included in the word count.

5. Academic Credit Ratings

5.1. Distribution of M.Ed. Credits

The European Credit Transfer System (ECTS) is an academic credit transfer and accumulation system representing the student workload required to achieve the specified objectives of a programme of study. The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours (e.g., lectures, seminars, workshops, supervision), the number and length of written or verbally presented assessment exercises, class preparation and private study time, and examinations. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The taught component of the M.Ed. programme consists of six modules, with contact hours varying relative to the number of credits offered. All taught modules are worth 10 credits each (10 ECTS) and the Dissertation module is worth 30 credits (30 ECTS).

The total credit rating for the M.Ed. programme is 90 credits (90 ECTS), distributed as follows:

Component	Credits	Total Student Efforts (hours)
Academic Literacy: Planning Research in Education	10	200
Research Methods: Creating Research in Education	10	200
Taught Module 1	10	200
Taught Module 2	10	200
Taught Module 3	10	200
Taught Module 4	10	200
Total for Taught Component	60	1,200
Dissertation Module	30	600
Total	90	1,800

5.2. Recognition for Prior Learning (RPL)

Students may apply for exemption from core coursework that they have already completed elsewhere, in line with Trinity's Recognition for Prior Learning (RPL) policy. Students who wish to apply for RPL should read Trinity's RPL guidance documentation first: <https://www.tcd.ie/graduatestudies/prospective-students/recognition-of-prior-learning/>.

Applications must be made in writing, with a personal written statement, CV and supporting documentation as per 7.17 and 7.18 in Trinity's RPL policy: <https://www.tcd.ie/media/tcd/about/policies/pdfs/academic/Recognition-Prior-Learning-Policy.pdf>. to MASTERED@tcd.ie by 2nd October 2026, A decision will be made based on the documentation submitted, and students will be notified of the outcome of their application by 31 October 2026.

5.3. Total Student Efforts (Hours)

Each unit of academic credit (ECT) is equivalent to 20 hours of total student effort, which includes class contact hours, private study time on directed and non-directed reading tasks and activities, and on the preparation of assignments. An assessment is required for each module, and details regarding the module assessment will be provided by the module co-ordinator.

6. Student Attendance

It is expected that students will attend and participate fully in all six taught modules. A student who attends for less than 70% of a taught module may be returned at the Annual Court of Examiners as 'non-satisfactory' for that module.

In order to proceed to the Dissertation module, or to be eligible for the award of the Postgraduate Diploma in Educational Studies, a student must obtain credit for the academic year by satisfactory attendance at lectures and by successfully completing the required coursework or other designated assignments (i.e., at least a 'Pass' grade).

A student who is absent from prescribed course events due to illness may be required to submit a medical certificate to the M.Ed. office within one week of the absence occurring.

7. Assessment

7.1. Assessment Regulations

Each student will complete the module assignments outlined with specific guidelines by the module coordinator, which can be graded as Distinction, Pass, or Fail. The Pass level is set at the notional equivalent of 50% or higher, and a Distinction being set at the notional equivalent of 70% or higher. To progress to the Dissertation stage of the course, a student must achieve a Pass (or Distinction) grade in each of the six taught modules.

A student is permitted to resubmit the coursework for failed modules amounting to no more than 30 ECTS over the duration of the programme. A re-submission is capped at the Pass grade. Compensation between modules is not permitted. A student who fails on resubmission may be required to withdraw from the course.

A student who achieves a Distinction in the Dissertation module and Distinctions amounting to at least 30 ECTS in taught modules, at the first attempt, may be awarded the M.Ed. with Distinction.

Students who have successfully completed all modules, but do not wish to continue to the Dissertation stage or who fail the Dissertation module, may apply to exit with a Postgraduate Diploma in Educational Studies (P.Grad.Dip.). A student who achieves Distinctions amounting to at least 30 ECTS in taught modules, at the first attempt, may be awarded Postgraduate Diploma in Educational Studies (P.Grad. Dip.) with Distinction.

To be awarded the degree of Master in Education, a student must satisfy the Court of Examiners by fulfilling the following criteria (both A and B):

- (A): A Pass/Distinction in all six taught modules.
- (B): A Pass/Distinction in the Dissertation module.

Students who have opted to receive a Postgraduate Diploma in Educational Studies (P.Grad.Dip.) may apply to submit subsequently for the corresponding Masters degree. Following completion of the Masters requirements the student will inform Academic Registry of their intention to rescind the Postgraduate Diploma. They will then have the credit obtained during the Postgraduate Diploma in Educational Studies (P.Grad.Dip.) integrated into the Masters degree. This arrangement is not

available to students who exit with the Postgraduate Diploma in Educational Studies (P.Grad.Dip.) as a consequence of failing to attain the pass requirements of the Masters (College Calendar Part III).

The student will be required to submit the original Postgraduate Diploma and / or any duplicates that have been issued. The time limit for applying to complete the credits required for the Masters degree will normally be up to 5 years following completion of the Postgraduate Diploma in Educational Studies (P.Grad.Dip.). In exceptional circumstances, a longer time limit may be considered by the Dean of Graduate Studies.

7.2. Modes of Assessment

Some form of assessment is required for all postgraduate courses and a student must complete all examined coursework prescribed. The type of assessment may vary depending on the content of the module. Assessment types may include:

- An academic paper or poster;
- An in-depth case study;
- A critical evaluation of a school / classroom project;
- An action research project;
- An in-class examination;
- A group presentation;
- A portfolio;
- A video or creative artefact.

Co-operative and group projects can be submitted but must be negotiated with the Pathway Coordinator.

It is also important to note that, unless the contribution of each member of the group is clearly indicated, a common grade will be awarded for co-operative projects. Generally, some element(s) of each project are individualised.

For module assignments, guidance on academic writing is provided in [Appendix 2](#) and details of the required form of referencing are given in [Appendix 6](#). For Dissertation students, advice on structuring and writing the Dissertation is provided in [Appendix 7](#).

7.3. Assessment Criteria

It is recognised that module assignments in different M.Ed. Pathways cover a broad range of academic fields. Consequently, the weighting of different criteria can vary across the different areas. However, in the interests of consistency and comparability, the following criteria are considered in the **assessment of module assignments**:

- Critical Perspective;
- Engagement with literature;
- Content knowledge and understanding;
- Structure and organisation;
- Presentation and communication.

In judging the merit of a **Dissertation** submitted in candidature for the degree of M.Ed., the candidate should note the following requirements:

- The candidate must show evidence that they are able to conduct investigation with rigour and discrimination;
- The candidate must show that they appreciate the relationship of the subject to a wider field of knowledge (including scholarly literature);
- The Dissertation should include a contribution to knowledge, but it is not necessary that it be worthy of publication;
- The Dissertation must be clear, concise, well written, and orderly. Presentation, general arrangement, and style should be satisfactory;
- A Dissertation must be a candidate's own work;
- The M.Ed. Dissertation should not exceed 15,000 words (including appendices, but exclusive of references and preliminary pages).

Viva / Scholarly Conversation

Students may be required to participate in a viva or scholarly conversation concerning their dissertation.

The purpose of the scholarly conversation is to provide an opportunity for the student to demonstrate their understanding of the research they have undertaken and to discuss the development, methodology, analysis, findings and conclusions of the dissertation.

A scholarly conversation may be used where the examiners consider that further clarification or evidence is required in order to reach an assessment decision. Students may, for example, be asked to:

- explain the origins and development of the research question;
- discuss methodological or theoretical choices;
- describe how particular findings or interpretations were developed;
- explain significant decisions recorded in the Research Journal;
- discuss sources, data or evidence used in the dissertation; or
- elaborate upon or defend particular arguments or conclusions.

The scholarly conversation therefore provides an additional means through which the student can demonstrate their knowledge and understanding of the work submitted.

7.4. Submission of Coursework

Coursework, assignments and Dissertations are submitted via Blackboard on, or before, the due date specified (refer to module coordinator for guidelines). An originality report will be generated by Turnitin when coursework is submitted.

All written work should be word processed (see guidelines in [Appendix 2](#)) and all supplementary materials need to be clearly labelled with the student's name and student number.

Where appropriate, students can use relevant examples from professional practice or experience in order to provide illustration for their argument and to demonstrate their ability to link theory with practice. However, any identifiable or personal details must not be reported (e.g., name of a school, organisation, work setting, name of a pupil, parent, or professional). Statements made in an assignment should be supported by references to an appropriate source so as to avoid Academic Misconduct (see [section 7.14 below](#)).

Feedback on assignments and guidance on how academic performance may be improved is provided in the form of written comments, using a standardised reporting format ([see Appendix 5](#)). The School aims to achieve a turnaround time of six weeks (thirty working days) from the initial submission of an assignment to receiving written feedback and a provisional grade, unless an alternative date for feedback is given to students when assignments are submitted. Any grade is provisional and is subject to final approval at the Court of Examiners.

7.5. Deadlines for Module Submissions 2026/27

The submission dates for assignments will be provided by the Module Coordinator.

On successful completion of the taught component of the course, part-time students must submit a 1,200-word research proposal before continuing to the Dissertation year. All proposals should be submitted via an online form which will be sent to students by the M.Ed. office in June.

7.6. Request for Extension to Submit Coursework

Where there are prescribed dates for submission of coursework, a student must meet these dates, unless prior approval has been granted for an extension. An extension may be given for up to ten days at the discretion of the Pathway Coordinator. Otherwise, an extension may only be granted by the M.Ed. Course Coordinator. Requests for an extension must be made in writing (email) and may be granted on medical grounds (with medical certificate required), or in respect of *ad misericordiam* circumstances. A record of the extension will be logged with the M.Ed. Office.

7.7. Late Submission and Word Limits

Work submitted outside the prescribed deadline may not be accepted unless prior permission has been sought and granted from the Pathway Coordinator or Programme Coordinator. A tolerance of 10% is permitted in respect of the word count for assignments and Dissertations. A piece of work which exceeds the permitted tolerance may not be accepted.

7.8. Dean's Grace

Dean's Grace, involving an extension for one month only (free of fees) to submit a Dissertation, may be requested via an online form on Blackboard, or before, 1st of August 2027. Dean's Grace is normally then granted by the M.Ed. Dissertation Coordinator on request by the student without any requirement for additional documentation (subject to permission of the Dean of Graduate Studies). The normal deadline for Dissertation submission is 31st August at midnight. If granted Dean's Grace,

the Dissertation must be submitted on, or before, the last working day of September (30th September 2027, for full-time students).

7.9. Request to go Off-Books

Graduate students must normally pursue their course continuously. In exceptional circumstances, the Dean of Graduate Studies, after consultation with the graduate student's supervisor and the M.Ed. Coordinator, may permit a graduate student to go 'off-books', where to do so is in the best interest of the student. Applications to go off-books should be made to the Dean of Graduate Studies through the M.Ed. Programme Director. During the period of interruption, graduate students are not required to pay fees. Consequently, they will not have a student card during this period and will not have access rights to the College library or to other College facilities.

Off-books permission is given for a definite period, usually a period of one year. A re-admission request from the student to the Dean of Graduate Studies is required prior to re-registration, if permission has been granted for medical reasons. The student will be requested to furnish a medical certificate to confirm that they are fit to return to their studies.

Students who, for reasons of ill-health or other grave cause, have been allowed to go off-books can only be re-admitted, even in the current academic year, at the discretion of the Dean of Graduate Studies. The Dean of Graduate Studies may require a satisfactory certificate from a medical referee nominated by the College. Permission for an off-books period is given for a definite duration and the onus is on the student to ensure that they resume their studies at the designated time, as otherwise they will be considered 'withdrawn' from the course (College Calendar Part III).

7.10 (a) Overview of Grading

Coursework and assignments will be graded following these criteria:

Master in Education (M.Ed.)			
Criteria	Fail	Pass	Distinction
Critical Perspective	Mainly descriptive, with little or no questioning of ideas; lacks justification or alternative perspectives.	Some critical analysis; engages with differing perspectives; implications are reasonably supported.	Consistently critical; systematically questions ideas; proposes alternative perspectives; implications are well-supported and insightful.
Engagement with Literature	Minimal engagement with literature; sources used are limited, inappropriate, or misunderstood.	Appropriate range of sources used; literature supports points made; some critical engagement evident.	Wide range of high-quality sources; literature is integrated critically and systematically; evidence is used to challenge and deepen perspectives.
Content Knowledge & Understanding	Limited or inaccurate understanding of relevant concepts across theory, practice and research in education.	Accurate understanding of relevant concepts, theories, frameworks, and contexts; demonstrates awareness across theory, practice and research in education.	In-depth, critical, and integrated understanding of relevant concepts, theories, frameworks, and contexts; makes insightful connections across theory, practice and research in education.
Structure & Organisation	No clear organisational logic; difficult to follow progression of ideas. Length requirements not met.	Logical organisation that supports understanding; clear focus on the chosen topic; progression of ideas is mostly sustained. Length requirements observed.	Clear, purposeful organisation from introduction to conclusion; coherent and compelling progression of ideas; concise and well within length requirements.

Presentation & Communication	Presentation is unclear or difficult to follow; for media submissions, visual/audio elements detract from content. Frequent language errors impair comprehensibility. Referencing is absent or incorrect.	Presentation is clear and appropriate for the intended audience; for media submissions, visual/audio elements support the message. Language is mostly accurate. Referencing conventions followed with minor errors.	Presentation is engaging and enhances the message; design/layout or media use is of excellent quality and integrated seamlessly. Language is precise and fluent. Referencing is accurate and consistent throughout.
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Grades are provisional until considered and ratified by the Court of Examiners.

7.10 (b) Processing of Module Assessments

Students failing to pass taught module assignments, may re-submit the required work within the duration of the course. Students who, following the re-assessment, have failed to pass a taught module assignment will be deemed to have failed the module overall, and may be made withdrawn from the course.

A student is permitted to re-submit course related assignment(s) for no more than 30 ECTS over the duration of the course. A coursework re-submission is capped at the Pass grade. Compensation between modules is not permitted.

Where one or more forms of assessment apply within an individual module, a student must achieve a Pass grade in each component in order to pass that module overall. In such cases of multiple assessment components within a module assignment, normally a Distinction can only be achieved where a student achieves a Distinction in two nominated components as specified by the Module Leader.

The External Examiners and the Court of Examiners convene twice in the academic year to review and ratify provisional grades that have been awarded to students' taught module assessments.

7.11. Examination of the M.Ed. Dissertation

Each submitted Dissertation will be examined one Examiner, then moderated by the Supervisor. The process for examination is the following:

Firstly, Dissertations will be examined by an Examiner following the approved examination process, against the approved criteria. The Examiner completes the Dissertation Examination Report Form, and submits to the relevant programme administrator(s). This allows for an independent and critical evaluation of the Dissertation.

Secondly, the Research Supervisor moderates the work of the Examiner; they confirm whether the Examiner's marking of the dissertation is in line with the approved processes and meets the criteria for the grade awarded. The Supervisor, as moderator, records their conclusion in writing, which they submit to the relevant programme administrator(s).

Finally, if there is disagreement between the Examiner and Moderator / Supervisor over the category of grade for the Dissertation, a Second Reader will 'blind' review the Dissertation using the approved process and criteria. They will complete the Dissertation Examination Report Form and their recommended mark is presented to the Court of Examiners for approval. Dissertations sent to a Second Reader are included in the sample of work reviewed by the External Examiner.

The role of External Examiners is to evaluate if academic standards are being maintained, ensure examination regulations are followed, moderate on borderline cases and ensure that individual students are treated fairly. In all cases, all Dissertations deemed not to meet the Pass standard will be referred to a viva voce examination and will be included in the sample of work sent to the External Examiner for review.

When examining the Dissertation, Examiners will use the following criteria:

Criteria	Distinction	Pass	Fail
Presentation	Excellent presentation; few or no typographical errors; length conventions are observed; excellent use of headings and signposting; adheres to prescribed	Good, clean presentation; some typographical errors noted; length conventions are observed; good use of headings and signposting; mostly adheres to the	Poor presentation; many typographical errors throughout; length conventions are not observed; poor or no use of headings and signposting; referencing conventions are not adhered to.

	referencing conventions.	prescribed referencing conventions.	
Clarity of Expression	Extremely clear structure and a concise style; very fluid and logical narrative; clear and coherent presentation of ideas with little or no repetition or lacunae.	Clear structure and style; fluid and logical narrative; the presentation of ideas is mostly clear and coherent although there may be some repetition and/or lacunae.	Structure and style don't allow for clear expression; narrative is neither fluid nor logical and does not allow for the clear and coherent presentation of ideas; significant repetition and/or lacunae.
Engagement with the Literature	Thorough and critical coverage of all relevant sources in the existing literature; sources are systematically and appropriately integrated into the argument; a robust theoretical framework is constructed.	Good coverage of relevant sources in the existing literature; there may be some minor gaps; the sources that are included are used in a systematic way; the theoretical framework is mostly robust.	Little evidence provided of acquaintance with the relevant sources in the existing literature; large gaps evident throughout the work; there is no theoretical framework or, where it is present, it is weak.
Methods & Methodology	Perceptive identification of research questions; critical appreciation of underlying theory and rationale; appropriate research design that is carefully and critically applied; analytical methods are appropriate and allow	Research questions are clearly stated and are appropriate for the most part; good rationale provided for the research and some relation to the underlying theory is established; analytical methods are appropriate and there	Research questions are unclear and/or inappropriate; the rationale is weak; the relationship to underlying theory is absent or weak; research instruments are poorly selected or misapplied; the methods for analysis are not appropriate and

	for insightful and critical engagement with the data; critical interpretation of results.	is some critical engagement with the data.	don't allow for critical engagement with the data.
Analysis	Systematic and critical engagement with ideas and suggestion of alternative perspectives; well-supported analysis; Insightful evaluation.	Ideas organised and grouped into a coherent argument; some critical analysis and critical engagement with relevant sources; descriptive in areas and ideas accepted uncritically in some instances.	Descriptive and without critical analysis.
Conclusions	Perceptive consideration of the implications of the research; the relationship to educational theory and practice is clearly articulated.	Appropriate implications are drawn from the study; there is some engagement with the relationship to educational theory and practice.	The implications drawn from the study are weak or are not tenable; there is little or no relevance to educational theory and practice or the relationship is not clearly presented.

7.12. M.Ed. with Distinction

Where a student's Dissertation meets all of the criteria specified for a Distinction grade, and where Distinctions have been attained in modules accounting for at least 30 ECTs, the student may be awarded the M.Ed. with Distinction.

7.13. Dissertation Referral

Where a Dissertation is being considered for a Fail grade, the candidate will be invited to attend a viva voce examination. This is scheduled before the Court of Examiners and in accordance with the College Calendar regulations.

The viva voce examination panel is constituted as follows:

- Programme Director (or their nominee) as Chairperson;
- Programme Executive Officer (as note taker);
- Examiner of the Dissertation;
- Supervisor;
- Candidate.

Following a viva voce examination, the Examiner, who is normally responsible for examining the candidate at viva, may make one of the following recommendations:

- The work is passed subject to minor changes; or
- The work should be failed and the candidate may apply for permission to repeat the research component of the programme (referred to as a Fail Category 1); or
- The work should be failed and the candidate may not apply to repeat the research component of the programme (referred to as a Fail Category 2).

A candidate who successfully applies to repeat the research component of the programme is liable to pay the relevant fees (see <https://www.tcd.ie/media/tcd/calendar/graduate-studies-higher-degrees/section-III.pdf>). The new submission is capped at a 'pass'. The outcome of the viva voce examination will be reported to the Court of Examiners. The appeal procedure is the same as that described in Section 9.5 below.

7.14. Academic Integrity

Students should be aware of the University's policy regarding Academic Integrity. The College Calendar policy on Academic Misconduct is included below

Calendar Statement on Academic Integrity for Postgraduates - Part III

50 General

It is clearly understood that all members of the academic community use and build on the work and ideas of others. However, it is essential that we do so with integrity, in an open and explicit manner, and with due acknowledgement. Any action or attempted action that undermines academic integrity and may result in an unfair academic advantage or disadvantage for any member of the academic community or wider society may be considered as academic misconduct. Examples of academic misconduct can be found in the Curriculum Glossary.

51 Academic misconduct in the context of group work

Students should normally submit assessments and/or examinations done in co-operation with other students only when the cooperation is done with the full knowledge and permission of the lecturer concerned. Without this permission, submitting assessments and/or examinations which are the product of collaboration with other students may be considered to be academic misconduct. When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised, or that any other academic misconduct has taken place.

In order to avoid academic misconduct in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own. Should a module coordinator suspect academic misconduct in a group assignment, the procedure in cases of suspected academic misconduct must be followed for each student.

52 Avoiding Academic Misconduct

Students should ensure the integrity of their work by seeking advice from their module coordinator or supervisor on avoiding academic misconduct. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding academic misconduct is available at <https://libguides.tcd.ie/academic-integrity>.

53 Procedure in cases of suspected academic misconduct (taught)

If academic misconduct as referred to in 50 above is suspected, the procedure in cases of suspected academic misconduct, available at <https://www.tcd.ie/teaching-learning/academic-affairs/academic-integrity/> must be followed.

54 Procedures in cases of suspected academic misconduct (research)

In cases of suspected misconduct by postgraduate research students within elements related to their dissertation or thesis, the case should be referred to the Dean of Graduate Studies in the first instance, who may refer the case to the Dean of Research, the Junior Dean, or the School according to the specifics of the case. Where a concern of misconduct arises in the context of taught elements of the research programme, the procedure for managing cases of suspected academic misconduct available <https://www.tcd.ie/teaching-learning/academicaffairs/academic-integrity/> must be followed.

55

If the facts of the case are in dispute, or if the Director of Teaching and Learning (Postgraduate), or designate, feels that the consequences provided for under the academic misconduct procedure are inappropriate given the circumstances of the case, they may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under conduct and college regulations §2. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

7.15 Generative Artificial Intelligence (GenAI)

Artificial Intelligence (AI)

Artificial intelligence is generally understood to be a set of technologies that enable computers to perform a variety of functions usually perceived as requiring human intelligence – for example, understanding speech, recognising objects in images, composing written answers and problem reasoning. A more formal definition of an AI system from the European Union AI Act (2024) is:

...a machine-based system designed to operate with varying levels of autonomy and that may exhibit adaptiveness after deployment and that, for explicit or implicit objectives, infers, from the

input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments (EU AI Act 2024).

AI and GenAI in Trinity

As Ireland's leading university and as a world leader in AI research, Trinity recognises that AI and GenAI offer new opportunities for teaching, learning, assessment and research. We also recognise that these technologies present significant and increasing challenges and risks, including to academic integrity, ethics, privacy, impartiality, intellectual property and sustainability.

Acknowledging these opportunities and challenges, Trinity commits to supporting students and staff to become AI literate and fluent, thereby equipping them with skills and knowledge to navigate and respond to the challenges and risks of AI and GenAI, harness their potential for enhancing teaching, learning, assessment and research – and to be prepared for future challenges as these technologies evolve. Trinity also commits to providing ongoing guidance and resources to support students and staff to use AI and GenAI in ways that are appropriate, responsible and ethical – and to ensure that academic integrity is maintained in usage of these technologies.

Principles underpinning use of AI and GenAI in Trinity

The principles underpinning the use of AI and GenAI in Trinity align as appropriate with the College's Statement on Integrity (2022), the European Commission's Living Guidelines on the Responsible Use of Generative AI in Research (2025) and also reflect the values of taking responsibility for our actions and being innovative towards a sustainable future, mentioned in the Trinity's Strategic Plan 2025-2030.

Transparency and Honesty

We will strive to be transparent and honest in our use of AI and GenAI, and to give clear, fair, impartial and appropriate acknowledgement and citation to any role that AI and GenAI have played in scholarship, teaching, learning, assessment and research.

Responsibility and Accountability

We will take very seriously our own responsibility and accountability for our use of AI and GenAI, and for the output we create via that use. Acknowledging the importance and necessity of human oversight, we will abide by College policies and other relevant policies and legislation in our use of AI and GenAI in scholarship, teaching, learning, assessment and research.

Respect

We will demonstrate respect for colleagues, students, research participants, subjects, the environment and cultural heritage in our use of AI and GenAI. We will strive to demonstrate respect for intellectual property, personal and sensitive data, and confidential information in its use.

Innovation

We will strive to harness the potential of AI and GenAI for enhancing or transforming teaching, learning, assessment and research, recognising that creativity and innovation must be balanced by responsibility, integrity, respect, transparency and sustainability at all times.

Access to GenAI Technologies at Trinity

All Trinity staff and students can access **Microsoft Copilot Chat** through their institutional Microsoft 365 account as part of Trinity's Microsoft suite. When users sign in with their Trinity credentials, Copilot Chat applies Microsoft's enterprise data protection controls, indicated by a green shield on screen. This means that all prompts and responses stay within the Microsoft 365 service boundary, are encrypted, are not stored and are not used to train underlying models. This also ensures that the service is covered under Trinity's agreed terms with Microsoft, including data protection and data-processing arrangements.

Guidance for students on GenAI use

This section has been created in line with College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment & Research, available at:

https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf

In response to the risks, threats, and potential misuse of GenAI and AI in general and in educational contexts, the European Commission, the OECD, the Irish Government, and the Higher Education Authority (HEA) have developed laws, regulations, and guidelines to safeguard human oversight and

ensure the safe, ethical, and reliable development and deployment of AI technologies. In alignment with these regulations and legal imperatives, Trinity will support teaching, learning, assessment, and research practices that are in full compliance with these requirements.

How do I use GenAI?

There are many GenAI tools available online (e.g. ChatGPT, Microsoft Copilot etc.) which are accessed via a query/conversational interface. These tools typically ask for a 'prompt' (in the form of a question or instruction) typed into a text space. To start using GenAI is, therefore, very easy. If you can phrase a query or a question, you can use GenAI.

GenAI tools can generate very eloquent, convincing text and images. However, GenAI tools do not store facts and knowledge, rather they generate outputs based on **probabilities**. Thus, GenAI is prone to making factual errors (called **hallucinations**) which are, nonetheless, very convincingly presented. This is where academic/professional judgement and domain expertise are very important. If you are using GenAI, you need to double-check the information it is giving you as it may present information which is simply not true! Therefore, it is crucial for any user to fact-check any output from a GenAI tool.

GenAI has proven to be a very effective tool for exploring information, suggesting activities or plans appropriate to a problem or task, or generating ideas or materials through interactive dialogue.

Students and staff are advised that GenAI can generate erroneous, biased content. Therefore, students and staff are expected to **fact-check** information generated by GenAI, and to seek out primary sources of information (e.g. reputable books, publications, papers etc.) as part of a rigorous academic practice. Further advice is available on the Centre for Academic Practice's GenAI Hub and the National Academic Integrity Network's Generative AI Guidelines for Educators (July 2023).

From an academic integrity perspective, if a student generates content from a GenAI tool and submits it as his/her/their own work, it is considered plagiarism, which is defined as academic misconduct in accordance with College Academic Integrity Policy. If a sentence or quotation from GenAI content is used by a student in their academic work, it must be referenced. Cases of plagiarism are considered under College Academic Misconduct Procedures and College's Academic Integrity Policy. A complete guide to Academic Integrity policies and procedures is available on Academic Affairs' Academic Integrity Policy and Related Procedures page.

How do I cite usage of GenAI?

Note any long verbatim quotation (e.g. more than one paragraph), even with citation, may be considered inappropriate or poor practice in student assessment documents and publications.

Where the output of GenAI is used in a document or work output, this usage should be acknowledged and appropriately cited. [Appendix 3](#) outlines the M.Ed. programme level policy on the use of AI in assessed work. [Appendix 4](#) provides a proforma which must be submitted with each assessment to authenticate and validate the assessment submitted.

Students of the M. Ed. programme must (at a minimum) acknowledge its use, using the guidance given on the GenAI hub: https://www.tcd.ie/academicpractice/resources/generative_ai/ . as well as the form provided in Appendix 4 of this Handbook.

It is important to understand that some usages of GenAI are **unlawful** and must therefore be avoided.

Many GenAI tools are trained on vast amounts of data gleaned from a wide variety of sources. However, the training of such tools is not transparent and the exact extent of their training data and sources remains unknown. Some tools that have been trained on material on the open web are likely to have ingested protected personal data, copyright-protected content, copyright-infringing content, misinformation, disinformation, hate speech, defamation, and all manner of other unlawful content. Such models are then likely to produce unlawful material in their outputs. However, even GenAI tools trained on curated data to avoid such illegal inputs can still be used in unlawful ways and can still produce unlawful outputs. It is necessary to be aware of these problems when using such tools.

For example, since most GenAI tools harvest inputs and use interactions with users for their systems development, you must ensure that their inputs, prompts, queries, instructions, contextual information, and other interactions are lawful. So, just as you are **not allowed to share personal, private or sensitive information** about colleagues/students on websites or via other electronic means, you are NOT allowed to use such information as part of inputs, prompts, queries, instructions and other interactions when using GenAI tools. In most cases, to do so is **unlawful** as you are sharing private information with a third party (the GenAI provider). Even where sharing such private information is not necessarily unlawful, it is against College regulations. Hence, student work (submitted assessments and contributions) are considered private information, and are NOT allowed to be uploaded into a third-party GenAI tool for any reason.

8. M.Ed. Dissertation Year

8.1. Course Structure

The Dissertation year is a research year, and students are involved in researching and writing a Dissertation under the guidance of an appointed supervisor. Students are required to submit their Dissertation by the last working day in August in the year following registration for the Dissertation year. Regular research methods and support sessions are organised throughout the year. Students enrolled on the 1-year full-time M.Ed. pathway undertake their Dissertation research concurrently alongside all their modules.

8.2. The Dissertation

The Dissertation provides students with an opportunity to consider an area of interest in depth. It should illustrate a student's ability to analyse and synthesise relevant literature, present arguments supported by relevant evidence and logical discussion, and acknowledge sources of ideas and information. The Dissertation should be the product of the student's own experience, reading, and reflection. The Dissertation should not exceed 15,000 words +/-10% (excluding appendices and references).

The Dissertation should be uploaded onto Blackboard as one full document in Word version. Students must upload their Dissertation using a submission link provided within the M.Ed Dissertation module. All Dissertation uploads are passed through [TurnItIn](#) on submission. General guidelines for the presentation and submission of a Dissertation are outlined in [Appendix 7](#). The required academic conventions are set out below ([Appendix 6: Referencing](#)) and must be followed.

8.3 Dissertation Research Journal

Students are required to maintain a Research Journal throughout the dissertation process. The purpose of the Research Journal is to provide a concise record of the development of the research and to capture students' engagement with the supervision process, including with feedback provided by their supervisor.

Feedback is one of the most powerful influences on learning and achievement (Hattie & Timperley 2007). However, for effective learning students need not just to receive feedback but to actively receive, digest and act upon feedback, referred to as proactive recipience of

The journal should normally include:

- the dates and principle topics of supervisory meetings;
- significant feedback or advice received;
- the student's consideration of that feedback and how it informed subsequent work;
- significant decisions or changes made during the development of the dissertation;
- issues or difficulties encountered and how these were addressed; and
- brief reflections on the student's development as an independent researcher

The Research Journal is the responsibility of the student. Supervisors are not expected to approve, countersign or maintain the journal.

The completed Research Journal must be included as an appendix to the dissertation. It forms part of the evidence of the student's engagement with and ownership of the research process. It is not intended to reproduce supervision notes or provide a detailed account of every activity undertaken. **The completed Research Journal should not exceed three pages.**

Please refer to [Appendix 8](#) Dissertation Research Journal.

8.4. Supervision

Dissertation students are assigned to a research supervisor based on their topic and area of interest. Considerable time and attention is given to ensuring that students are matched with appropriate supervisors. Students' proposals form the basis for the assigning of students to supervisors. Delays to the submission of a proposal can have an impact on this process. Students therefore, are reminded to submit their proposal in a timely manner and as requested by the programme team.

The supervisor is normally assigned by the M.Ed. Dissertation Coordinator in consultation with the Head of School. The choice of Dissertation topic should be related to the Specialised Pathway or, for Open Pathway students, to the pathway or modules for which the student is registered.

Once assigned, students are required to maintain regular contact with their supervisor during the academic year. It is the responsibility of the student and supervisor together to find an appropriate level of contact during the preparation and writing of the Dissertation. The important thing is that **contact is maintained** in some form between the supervisor and the student. At the first meeting, all

parties should set out a timetable of meetings for the forthcoming academic year and expectations regarding communication and the frequency of supervisory meetings. To maximise supervisions, it is strongly advised that students submit work to their supervisor in a timely manner in advance of the meeting. Other students find it helpful to write an email to their supervisor including a summary of the supervision meeting and listing aims for the next stage of the dissertation within a few days of a meeting. Meetings can take place either face-to-face or online.

8.5. Working with your Supervisor

The relationship with the supervisor is a crucial one during the Dissertation year. The supervisor will give the student advice on all aspects of their research and on structuring their Dissertation. Supervisors and students each have expected roles and responsibilities to fulfil in the research process. It is important to emphasise that supervisors are advisors in the research process, offering formative feedback and guidance, but they do not hold the primary responsibility for the conduct or completion (including proof reading) of the research project and thesis: this is the responsibility of the student.

The supervisor will advise the student on:

- Finding relevant literature;
- Focusing the research question(s) or hypothesis(es);
- Being realistic about scope and timing;
- Choosing appropriate research methodology and methods;
- Planning data collection and data analysis;
- Writing and presenting the Dissertation.

If a student experiences any problems with their supervision, they should contact the M.Ed. Dissertation Coordinator in the first instance. If they are still not satisfied with their supervision arrangements, they may contact the Programme Director, and subsequently the Director of Postgraduate Teaching and Learning.

8.6 M.Ed. Dissertation Progress Report Form

Students are required to complete a M.Ed. mid-point Dissertation progress report form ([see Appendix 12](#)). Part A of the progress report form should be completed by the student in January and submitted to their supervisor before the end of February. Students should indicate the frequency of contact with their supervisor and progress made on their review of relevant literature, research design, and data collection. Students should also mention problems or setbacks experienced, and future work to be

conducted, with an indicative time frame. The supervisor will complete Part B of the form and will discuss their comments with the student before submitting the form. The submission should be an agreed, signed, and completed form to be submitted via Blackboard by the end of February.

8.7. Research Ethics

Research ethics is part of modules, including the Academic Literacy and Research Methods modules, within the M.Ed. The School of Education guidelines on ethical research practice for students are also available on the research ethics page on the School website:

<https://www.tcd.ie/education/research/research-ethics/>.

Trinity College uses the Research Ethics Application Management System (REAMS) system as its main platform for processing research ethics applications. All M.Ed. students submit their applications through REAMS. All of the information including the link to start an application, is available on the REAMS website:

<https://www.tcd.ie/research/support/ethics-approval.php>.

Students are not permitted to begin the collection of any data until they have received ethics approval from the School of Education Research Ethics Committee.

8.8. Tara Archive

Previous M.Ed. Dissertations are archived in Trinity's Access to Research Archive (TARA). It is recommended that students avail of this service, as it makes students' research available to others who may have an interest in the same research area, and provides students with a permanent web link that they can then share more widely to increase the dissemination and influence of their research.

If students wish archive their Dissertation in TARA, they are allowing Trinity College Dublin to archive and disseminate their research. Students' Dissertation will be made available to staff and students of Trinity College Dublin **only**.

If students wish to place their Dissertation in TARA they should follow the following steps:

1. Before submitting their Dissertation to Blackboard, students should save the Dissertation in PDF format using the following naming convention for the PDF file: Author's surname, SchEdu, Year. For example, a dissertation authored by Mary Smith should have the following file name: SmithSchEdu2026.pdf
2. Students will receive an updated forms.office.com link from the M.Ed. administration team. Students will need to upload their final dissertation to this link, to complete their submission to TARA.

More information about TARA can be found at this link: <https://libguides.tcd.ie/TARA>

9. The Student Experience

9.1. Teaching and Learning

Commenced in October 2020, the mandate of Trinity Inclusive Curriculum (Trinity-INC) Project (<https://www.tcd.ie/equality/projects/inclusive-curriculum/>) is to embed principles of diversity, equality and inclusion across all curricula at Trinity College Dublin. A project of the Office of the Associate Vice Provost for Equality, Diversity and Equality, Trinity-INC works collaboratively across the College community, with staff and students, across academic and support spaces, to achieve its goals.

Students enter Trinity from many diverse backgrounds and the College has a commitment to support this increasingly diverse student population through the development of an inclusive curriculum. The central principle of Trinity-INC is that multiple approaches to teaching methodology, teaching materials, and assessment are necessary to meet the needs of a diverse student body.

Key to the project is the voice of Trinity students from all walks of life and communities from across the nine grounds of equality and others who are commonly underrepresented or face barriers within Higher Education. Forming the Trinity-INC Student Partner Committee, they work with the Trinity-INC team to raise awareness of current experiences of inclusion and exclusion within teaching and learning at Trinity and inform the direction of Project including training for academic and other staff.

Definition of an Inclusive Curriculum:

An inclusive curriculum is one in which all students, regardless of personal circumstances, or learning backgrounds, abilities or strategies, have equitable opportunity to engage fully in their studies and achieve their learning goals.

According to Trinity-INC Student Partners, an inclusive educator is one who:

- Assumes diversity among their students;
- Calls out inappropriate language in content;
- Affirms people's gender identity;
- Understands the complexity of students' cultural identities;
- Sees and values students challenges and efforts;
- Respects students' individual access needs and accommodations.

9.2. Student Representation

The M.Ed. programme has a student representative process. Students may nominate themselves to act as a representative who is able to express the views of the group to the Programme Coordinator and the M.Ed. Programme Course Board, at which general matters relating to the course are discussed. This role does not in any way preclude individual students discussing any matters regarding the programme with their module coordinator and/or or the M.Ed. Course Coordinator.

This role is based at programme level and students will be provided the opportunity to nominate themselves at the start of the academic year.

9.3. Programme Evaluation and Development

One of the cornerstones of any academic programme is the need for ongoing evaluation and review. Student comments, opinions, and reflections are highly valued as they can be a rich source of feedback concerning the future delivery and development of the programme. Each module is evaluated on a standard anonymous Student Evaluation Form ([see Appendix 9](#)).

9.4. Postgraduate Advisory Service (PAS)

The Postgraduate Advisory Service (PAS) is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral, and professional supports dedicated to enhancing your student experience.

The PAS is led by the Postgraduate Support Officer who provides frontline support for all postgraduate students in Trinity. The Postgraduate Support Officer will act as student's first point of contact and a source of support and guidance, regardless of what stage of the course they are at. In addition, each Faculty has three members of academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgraduate Support Officer for extra assistance if needed.

Contact details of the Postgraduate Support Officer and the Advisory Panel are available at <https://www.tcd.ie/seniortutor/students/postgraduate/>.

The PAS exists to ensure that all postgraduate students have a contact point where they can turn to for support and information on College services and academic issues that may arise for them. Representation assistance to postgraduate students is offered in the area of discipline and/or academic appeals arising out of examinations or Dissertation submissions, supervisory issues, general information on postgraduate student life, and many other topics. If in doubt, students should get in touch with the PAS. All queries will be treated with confidentiality.

9.5. Request for Rechecks and Appeals

All students have the right to discuss their assignment performance or Dissertation performance with the appropriate member(s) of staff. If students have any questions that remain unresolved, the module co-ordinator/dissertation co-ordinator can be contacted for further guidance. Final assignment grades cannot be discussed with students until after the publication of the results, as ratified by the Court of Examiners. The regulations for seeking a re-check of results are set out in the College Calendar (Part III).

Students who wish to appeal decisions arising out of examined coursework should, in the first instance, do so in writing to the module coordinator. The grounds for an academic appeal should be clearly stated and supported where necessary by documentary evidence. The module coordinator will discuss the request with the relevant parties and work with the M.Ed. Programme Director to attempt to find a resolution. If the matter is not resolved, a student may refer the issue to the School's Postgraduate Appeals Committee. Students have the right to appeal decisions of the School's Postgraduate Appeals Committee to the Dean of Graduate Studies, and subsequently to the Academic Appeals Committee for Graduate Students (Taught). Such an appeal will only be considered by this Committee where the student's case:

1. Is not adequately covered by the ordinary regulations of the College;
2. Is based on a claim that the regulations of the College were not properly applied in the applicant's case;
3. Represents an *ad misericordiam* appeal.

The student cannot make an appeal other than on *ad misericordiam* grounds against the normal application of College academic regulations approved by the University Council. It should be noted that no appeals committee can overturn the examiners' academic verdict on the work as presented: only changes of a procedural nature may be recommended (Calendar Part III).

9.6. Award Ceremonies

'Commencements' is the Masters degree conferring ceremony that is held in the Examination Hall in College. Two guests are permitted, and an informal University reception is held after the ceremony. M.Ed. Students are commenced at the Spring Commencements, usually held in April. It is possible to be conferred 'in absentia'. Further information and graduation timetables are available using the link provided <https://www.tcd.ie/academicregistry/graduation/>. Students should contact the Graduation office Graduation@tcd.ie directly with any queries or updates.

9.7. Library Access

The library provides a range of services for students. M.Ed. students have full borrowing rights and access to the online resources of the University. A tour of the Lecky and Eavan Boland libraries is available to all new users. Full details about the opening hours and location of collections in the library can be found in Appendix 10. There is a dedicated Education Subject Librarian who can assist M.Ed. students.

9.8. Support Services

TCD provides a range of services to support students. The best place to explore these in more detail is via the TCD website <http://www.tcd.ie/students>.

Student Counselling

The Student Counselling Service is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the University and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group 'Student 2 Student' which is a group of students trained in listening and helping other students.

NiteLine

NiteLine is an anonymous and confidential student listening service. Supporting students if they are experiencing mental health problems. NiteLine is a non-profit service provided free of charge to students which has been in operation for 25 years. Run by a team of dedicated student volunteers who have undergone rigorous training with the intention of supporting their peers. Open every single night of term from 9pm - 2.30am, supporting students through instant messaging and over the phone, some who are at risk of dropping out of university and others who are contemplating taking their own lives.



NiteLine

Free
Anonymous
No problem too big or too small

Freephone: 1800 793 793
Instant messaging: niteline.ie
9pm - 2:30 am every night of term

YouTube 3-minute video about NiteLine: <https://youtu.be/ccmj-CjzZcU>

Student Learning Development Services

Student Learning Development is part of the Counselling Service in Trinity College Dublin, to help students to improve their learning and study skills via one-to-one appointments and workshops. They can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking, and thesis writing. For further information and contact details see: <https://www.tcd.ie/sld/about/>

IT Services

Students should familiarise themselves with TCD's IT Services:

(<http://www.tcd.ie/itservices>).

For those students who have a suitable laptop, the wireless network service is an excellent service while on campus. Details on how to connect to this can be found on the IT Services website. Alternatively, there are student access computer rooms spread around the campus.

Trinity Disability Services

Students with disabilities may avail of support through the Disability Service by completing an application for Reasonable Accommodations. An application can be made through my.tcd.ie via the 'My Disability Service' tab. Additional information is available in a step-by-step [How to apply for Reasonable Accommodations guide](#).

Once students have applied, they will be met by a Disability Officer, who will conduct a needs assessment with them and recommend supports based on each student's individual needs. Information on the full range of supports provided by the Disability Service is available here: <https://www.tcd.ie/disability/services/>

Supports for Postgraduate Students include:

- Academic Support
- Assistive Technology
- Occupational Therapy
- Support on Placements and Internships
- Preparation for Viva Voce examinations

The Disability Service Office is located in the Arts Building, Room 2054. Students can contact the Disability Service via email askds@tcd.ie or by phone 01 896 3111 / 087 113 3185.

DS Solutions Drop-in Online

The Disability Service will operate an online drop-in service during the 2026/27 academic year. A Disability Officer will be on hand between 11am and 3pm daily to answer any disability related queries you may have. Drop-in is by appointment only. To book your 15-minute Drop-in appointment, select a time that suits you on the [Drop-in calendar](#).

Academic Language Support for Second Language Students

The Centre for English Language Learning and Teaching at Trinity College Dublin offers a rich range of Academic English language learning opportunities for all Trinity students. Their research and development in the field of English language learning and teaching ensures the provision of innovative and expert English language support.

This comprises of:

- Pre-sessional Programmes: a summer Pre-Sessional 10-week programme for applicants with a conditional or unconditional offer to study at Trinity (more information [here](#));
- In-sessional Programmes: language support classes tailored to the needs of all academic disciplines in the university. These modules are for currently registered TCD students (more information [here](#)).

9.9. Graduate Students' Union (GSU)

It is well worth getting in contact with the Graduate Students' Union (GSU) (<http://www.tcdgsu.ie>).

The GSU is the representative student body for all postgraduate students in TCD and all registered graduate students are automatically members. The GSU provides a graduates' Common Room where tea, coffee, and newspapers are available free of charge. The GSU office is located on the second floor of House 6, Front Square.

The 1937 Postgraduate Reading Room, located in Front Square beside the Examination Hall, is open from Monday to Fridays: 24hrs, Saturday and Sundays: 24hrs all year-round, and offers a quiet place to study where postgraduate students can avail of computer and internet access, photocopying, and low-cost printing.

9.10. Further Professional Development: Postgraduate Research Degrees

The School of Education offers students the opportunity to pursue advanced research leading to the award of a M.Litt., D.Ed., or Ph.D. Please contact the Director of Teaching and Learning Postgraduate for further information, at: PHDRSRCH@tcd.ie.

10. Course Calendar

Link to College Calendar: <https://www.tcd.ie/calendar/>

Semester 1

- M.Ed. teaching begins on Monday 14th September 2026 to Sunday 6th December 2026.
- Reading Week (Week 9): Monday 26th October 2026 to Sunday 1st November 2026.

Semester 2

- M.Ed. teaching begins on Monday 18th January 2027 to Sunday 11th April 2027.
- Reading Week (Week 27): Monday 1st March 2027 to Sunday 7th March 2027.

Induction Session

The induction session for the M.Ed. will be held in person on Friday, 11th September 2026 at 5pm. At this session, students will have the opportunity to meet other new students, programme staff, begin to understand how the M.Ed. works in practice and ask questions in preparation for the start of the teaching term.

10.1. (a) Academic Literacy: Planning Research in Education

The Academic Literacy: Planning Research in Education (EDPT2501) module is a compulsory 10-credit (10 ECTS) module for all Year 1 students on the M.Ed. Students will learn key aspects of the research process, as they work as emerging researchers, including positionality, bias and ethics. They will explore research approaches, methods and designs, including methods of analysis. As they move through the module they understand and develop the key aspects of academic literacy and writing and will have refined their own research aims and research questions for their dissertation

10.1 (b) Research Methods: Creating Research in Education

The Research Methods: Creating Research in Education (EDPT2502) module is a compulsory 10-credit (10 ECTS) module for all Year 1 students on the M.Ed. *Research Methods: Creating Research in Education* equips learners with the knowledge and skills to design, conduct, and present robust educational research. Building on the Academic Literacy module, it introduces qualitative, quantitative, mixed, and creative methods, emphasising ethical, political, and practical considerations. Learners engage with reflexivity, positionality, and iterative research design, applying

data generation and analysis techniques to their chosen inquiry. Workshops scaffold dissertation writing, focusing on structuring chapters, presenting data, and articulating contributions to knowledge. By completion, learners will demonstrate methodological confidence, ethical awareness, critical interpretation of findings, and the ability to communicate research to specialist and non-specialist audiences.

Appendix 1: Assignment Cover Sheet

Assignment Cover Sheet

TRINITY COLLEGE

SCHOOL OF EDUCATION

COVER PAGE FOR M.ED. ASSIGNMENT SUBMISSION

Please ensure that this completed form accompanies your assignment. A copy will be returned to you with the assessor's comments and suggested grade (subject to the agreement of the Court of Examiners).

SURNAME:

FIRST NAME:

STUDENT NO:

MODULE TITLE:

TITLE OF ASSIGNMENT:

MODULE COORDINATOR:

DATE SUBMITTED:

WORD COUNT:

This is the 1st/2nd/3rd/4th/5th/6th (please circle) assignment submitted as part of the M.Ed. studies.

I hereby declare that the work in this assignment is entirely my own and that the content has not been substantially, or is concurrently, being used to meet the requirements for another module on this programme or for the award of another academic qualification. It includes the published and unpublished work of others, which is duly acknowledged in the text wherever relevant.

I have read and understood the academic integrity provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>.

I have also read and understood (i) the programme-level permissions regarding the use of GenAI in this assessment task, outlined in the programme handbook that relates to this assessment, and/or (ii) any module-level permissions that relate to this specific module, which are outlined in the module descriptions in the Blackboard VLE (Students should contact their module co-ordinator if they are unsure about the GenAI permissions that relate to this assessment).

Where I have used the output of GenAI in my work, I have acknowledged its use in my work and understood the guidance, located at: <https://libguides.tcd.ie/gen-ai>

I have also read and understood the Academic Integrity guide located at <https://libguides.tcd.ie/academic-integrity>

and completed the 'Ready Steady Write' Tutorial on avoiding plagiarism, located at <https://libguides.tcd.ie/academic-integrity/ready-steady-write>

SIGNED:

Appendix 2: Guidelines for Planning and Writing Assignments

These guidelines are intended to help you plan and write an assignment. They are not intended as a set of prescribed rules.

Preliminary Stages

- 1) Invest some time in defining a theme and clear focus for your paper. The theme may be pre-selected by the module leader or may arise out of some area included in the course lectures and should relate to your own professional and academic interests. Make sure that the topic / area selected is not too broad for the task in hand.
- 2) Identify a range of literature appropriate to the theme you have selected. Literature sources should include any combination of the following: theoretical and research literature (books and journal articles), official reports, and other pertinent documents. Additional sources may also include original material in the form of reports developed in your organisation or institution for a specific purpose, data collected in your school / area, interview data, etc. Ensure that the literature selected is recent and that its range is not too broad, as otherwise you will not be able to do justice to the material within the time constraints and length of the exercise to be undertaken. A small number of well-chosen sources, which can be carefully analysed, are preferable to a lengthy description of a broad range of literature. The title, aims, and scope of your paper should dictate the range of literature required.
- 3) At this stage you should be ready to start drafting your paper. Typically, two to three drafts are required before an acceptable end-product is reached.

Structure of the Paper

- 1) Title Page: the title should be short and should indicate as clearly as possible the precise nature of the topic you have selected. The module for which the paper is being submitted and the date of submission should also be included on the title page. Also include your name and student number.
- 2) A table of contents with some or all the following: the main sections of the paper, reference section and/or bibliography, appendices. For some assignments, other sections may be required (e.g., methodology, results).
- 3) The main text of the paper containing an introduction, main sections, and a conclusion.

Word Processing and Layout

The main text should be word processed on A4 paper using 1.5 line spacing and a sans serif 12 point font - such as Arial, Verdana, Helvetica, or Trebuchet MS. Single spacing should be used for indented quotations of more than 3 lines long, and for appended material. Page numbers should be located at the bottom of the page, approximately 2.5cm above the edge. Margins should be 2.54cm on all four sides, and the text should be left justified for ease of reading in an inclusive learning environment.

The Title Page

The title page should contain the following:

- a) The title of the paper;
- b) The author's name in full and student number;
- c) The course for which the paper is being submitted;
- d) The month and year of submission.

Quotations and Punctuation

A quotation should correspond with the original in terms of wording, spelling, capitalisation, and punctuation. Short quotations, not more than three lines long, should be incorporated into the text of the paper and enclosed in quotation marks. Longer quotations should be indented in the text on both sides, with no quotation marks. For further details, see the referencing section of this Handbook. Periods and commas should always be placed outside quotation marks; likewise with semi-colons and colons. Question marks and exclamation marks should be placed outside the quotation marks.

Checklist for Reviewing your Paper

It may be helpful to address the following questions at the final draft stage of writing:

- 1) Does the content reflect the title of the paper? It is important to review the content when you have completed the paper.
- 2) Does the introduction clearly set out the context, aims, and scope of the paper? Does it provide a brief guide to the various sections which follow? The introduction should be drafted at the start of the exercise and revised for coherence and consistency when the main body of the work has been completed.
- 3) Is there evidence in the paper that you have identified a relevant and adequate range of literature which will support the main thrust and focus of the paper?

- 4) Has this literature been presented in a clear and concise manner, while at the same time keeping a balance between description, interpretation, and analysis?
- 5) Has the evidence presented been related to, and interpreted against, your own professional and academic background (where appropriate)? What conclusions have you reached?
- 6) Have all quotations and references been accurately and consistently recorded according to the agreed format?
- 7) Has the final draft been checked for logical consistency? Edit the text very carefully. Do not stray from the main thrust of your argument as this will interrupt the flow of ideas. So as to maintain focus, assign additional comments or material to appendices (if allowed for the assignment).
- 8) Is the language clear, concise, and unambiguous? Avoid long sentences where the meaning is likely to get lost.
- 9) Has the text been checked for spelling, syntax, grammatical, and typographical errors? Remember to proofread the final draft.

Things to Avoid

- 1) In the interest of consistency, please avoid switching from first person to third person pronoun in the text.
- 2) Do not quote excessively or include long quotations in the text. Instead of citing long quotations, it is better to summarise the author's words and reference the source accurately.
- 3) Avoid statements of unfounded assertion, value judgements, unsubstantiated opinion, prejudice, bias, or unsupported statements such as "Research has shown . . . , It is a well-known fact . . . , Everyone agrees that".
- 4) Avoid long and protracted sentences where the reader is likely to get confused and stray from the main argument of the passage.
- 5) Avoid excessive use of technical jargon.
- 6) Do not exceed the length specified. The problem of excessive length can be avoided through careful choice of topic and supporting literature. Note that the specification of length refers to the main text and does not include the title page, the table of contents, the reference section and / or bibliography, or appendices.

Referencing

The referencing conventions outlined in [Appendix 6](#) should be used in respect of all M.Ed. coursework.

It is important that whenever you use the ideas of other writers, or quote directly from their works, that you acknowledge them in the text and in a list of references at the end of the assignment. As others who read your work may wish to follow up on a particular author or cited work, it is important that references are complete and accurate. Failure to acknowledge sources may be regarded as plagiarism. The University has established regulations in relation to plagiarism (outlined in full at section 7.14 above). It is important to understand what constitutes plagiarism as it is the action and not the intention that constitutes this offence. Students are required to complete the Library's online tutorial on avoiding plagiarism, available at the following link:

<https://libguides.tcd.ie/academic-integrity/ready-steady-write>

Appendix 3: Artificial Intelligence (AI) Policy

This programme-level statement should be read in conjunction with Trinity's College Statement on Artificial Intelligence and Generative AI in Teaching, Learning Assessment and Research, https://www.tcd.ie/media/tcd/academic-affairs/pdfs/College_Statement_on_GenAI_v2_2026.pdf the Trinity GenAI Hub, the College Academic Integrity Policy and the relevant module and assessment instructions.

1. Approach

The M.Ed. programme recognises that artificial intelligence (AI) and generative artificial intelligence (GenAI) are now part of contemporary academic, professional and educational practice. Used appropriately, GenAI may support learning, reflection, exploration of ideas, planning, feedback, drafting and academic development.

The purpose of this guidance is therefore not to prohibit GenAI generally, but to ensure that its use supports rather than substitutes for student learning.

Students remain responsible for demonstrating achievement of the learning outcomes of each module and of the programme overall. GenAI must not be used in ways that replace the student's own academic judgement, critical engagement or ability to demonstrate understanding.

Students are responsible for the argument, analysis, evidence, accuracy, integrity and final presentation of work submitted for assessment and must be able to explain and justify the intellectual and practical decisions represented in that work.

2. GenAI tools

Microsoft Copilot Chat, when accessed through a Trinity Microsoft 365 account, is Trinity's institutionally supported GenAI environment. Where GenAI use is permitted, students should normally use Copilot Chat unless the module or assessment explicitly permits or requires the use of another tool.

Other GenAI tools may be permitted where there is an appropriate educational reason for their use. Any such use must comply with College, programme, module and assessment requirements.

Students must not upload student work, personal or sensitive information, confidential material, non-public College or assessment material, placement-related information, research data or copyright-protected material to third-party GenAI tools where they do not have explicit permission to share that material with AI tools

Where an assessment requires use of an external GenAI tool, the assessment instructions should make clear what material may be entered into the tool. Only public, anonymised, synthetic or otherwise authorised material should be used.

3. GenAI and individual assessments

The appropriate use of GenAI will vary according to the learning outcomes and purpose of individual modules and assessments.

Each assessment should therefore make clear which of the following positions applies:

1. GenAI prohibited

GenAI must not be used in preparing or producing the assessment.

2. GenAI permitted for learning support only

GenAI may be used to explore concepts, ask questions, test understanding or support learning, but not to generate material for inclusion in the submitted assessment.

3. GenAI permitted for process support

GenAI may be used for specified activities such as brainstorming, planning, outlining, feedback on structure, language refinement or other developmental purposes.

Students remain responsible for the intellectual substance and final submitted work and must disclose their use of GenAI as described below.

4. GenAI required or expected

Use of GenAI forms part of the assessment task. The assessment instructions will specify how it should be used and what evidence, analysis or critical reflection on that use is required.

Module leaders may set more specific requirements where these are appropriate to the module learning outcomes. These requirements must be clearly communicated to students in the assessment instructions and/or relevant section of Blackboard.

4. Student responsibility when using GenAI

When using GenAI, students must exercise academic and professional judgement.

Students should:

- critically evaluate AI-generated outputs rather than assume that they are accurate
- verify factual claims and consult appropriate primary and scholarly sources
- be alert to bias, omissions, fabricated references and misleading information
- ensure that GenAI use does not substitute for the learning, judgement or skills that the assessment is intended to assess

- comply with relevant requirements relating to privacy, copyright, research ethics and confidentiality
- be transparent about material use of GenAI in preparing or producing assessed work.
- AI-generated references must not be cited without checking that the original source exists and has been consulted where appropriate.
-

5. Declaring, acknowledging and referencing GenAI use

Transparency about GenAI use is required.

Assignment cover sheet

For each submitted assessment, students must complete the AI declaration included on the assignment cover sheet ([Appendix 1](#)).

AI and Generative AI Use Record

Where GenAI has been used materially in preparing or producing an assessment, students must also complete the AI and Generative AI Use Record in [Appendix 4](#) and append it after the reference list.

The purpose of Appendix 4 is to provide a concise account of:

- the tool used
- the purpose for which it was used
- how the tool contributed to the development of the assessment
- whether AI-generated output influenced or appears in the submitted work
- how the student checked the accuracy and appropriateness of the output.

The Appendix 4 record is intended to document the use of GenAI in the process of producing the work. It is not a bibliographic citation.

Referencing AI-generated material

Where AI-generated text, images or other output is reproduced, quoted or otherwise substantively incorporated into the submitted assessment, it must also be appropriately acknowledged and referenced in accordance with current Trinity College Library guidance.

Routine process uses of GenAI, for example, brainstorming, exploring ideas, receiving feedback or developing an outline should be disclosed through the assignment declaration and, where materially used, Appendix 4. They do not require the AI tool to be treated as an academic source unless AI-generated material is incorporated into the submitted work or the assessment instructions specify otherwise.

Students should normally rely on appropriate scholarly and primary sources for substantive academic claims rather than citing a GenAI system as an authority for those claims.

6. Academic integrity

Students must not:

- submit AI-generated material as though it were entirely their own work
- use GenAI in ways prohibited by the assessment instructions
- use GenAI to fabricate or misrepresent references, evidence or sources
- conceal or misrepresent material GenAI use
- use GenAI in a manner that enables them to avoid demonstrating the learning outcomes being assessed.

Prohibited, undeclared or misleading use of GenAI may be considered under the College Academic Integrity Policy and Academic Misconduct Procedures.

7. Verification of learning

The submitted assessment is evidence of the student's achievement of the relevant learning outcomes.

Where an assessor has reasonable grounds for uncertainty about whether submitted work demonstrates the student's own understanding and achievement, the student may be asked to discuss or explain the work, provide appropriate evidence of its development, respond to questions about their decisions or undertake another proportionate form of verification such as a short viva voce or writing task.

Such verification is intended to establish the student's understanding and achievement of the learning outcomes.

Final note: Assessment-specific requirements

The permitted use of GenAI may vary between modules and assessments. Students must therefore check the relevant assessment instructions and Blackboard guidance for each assessment. These will indicate whether GenAI may be used, for what purposes, and whether any additional declaration, documentation, or referencing is required.

Appendix 4: Artificial Intelligence (AI) Tools Usage Report

This form is to be completed by students who have used Artificial Intelligence (AI) tools in the completion of their assignment, in line with the MEd Policy on AI ([Appendix 3](#)) and TCD Policy on AI, <https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf>

Student name(s):

Module title:

Assignment title:

Date of Submission:

1. AI tool(s) used

List all the AI tool(s) you have used for this assessment (add extra rows if needed)

AI Tool name	Purpose of Use

2. Description of use

Describe *what* each AI tool was used for and *how* you made use (if any) of the generated output (add extra rows if needed)

Tool title	
Used to	
How output used	

3. Implications for learning

Reflect on the implications of using each AI tool for your own learning (add extra rows if needed).

Tool title	
How improved learning	
Learning challenges	

Appendix 5: Assignment Grading Criteria

Assignment Grading Criteria
University of Dublin
Trinity College
Assignment Report Criteria for M.Ed. Modules

Assignment feedback on M.Ed. modules will include reference to attainment using the following indicative headings:

- 1. CRITICAL PERSPECTIVE**

- 2. ENGAGEMENT WITH LITERATURE**

- 3. CONTENT KNOWLEDGE AND UNDERSTANDING**

- 4. STRUCTURE AND ORGANISATION**

- 5. PRESENTATION AND COMMUNICATION.**

Provisional grade:

(Subject to the agreement of the Court of Examiners)

Graded by:

Moderated by:

Date:

Appendix 6: Referencing

Introduction

Using citations in your writing allows you to credit the ideas of others, whilst simultaneously increasing the credibility of your work. Citations also enable the reader to find the sources you have used. The citation style adopted by the School of Education is that of the American Psychological Association (APA), 7th Edition.

The full APA 7th Edition guide (printed version) can be found through the Trinity Library:

2020 Shelfmark: LEN 150 L492*6;2
Eavan Boland Library, Service Desk

If using citation software, you should format all entries as APA (7th Edition). It is the responsibility of the student to ensure that in-text and reference list citations are formatted according to the APA 7th Edition conventions, whether using citation software or not.

There are two primary components of a citation, **IN-TEXT** citations, and **REFERENCE LIST** citations. The following indicates how cited work should be included both in the text of your written coursework and in the list of references at the end of the assignment.

In-text citations

When you reference another source, use an **IN-TEXT** citation in the main body of your submission. The APA citation style uses two types of in-text citations, **parenthetical**, and **narrative**.

Parenthetical: includes the author(s) and the date of publication within parentheses.

Narrative: links the author as part of the sentence with the date of publication (in parentheses).

Type of Author	Parenthetical:	Narrative:
1 Author	(Bruen, 2013)	According to Bruen (2013) ...
2 Authors	(Braun & Clarke, 2006)	Braun and Clarke (2013) argue that...
3-20 Authors	(Devine et al., 2008)	Research by Devine et al. (2008) suggests that...
21+ Authors	(Vos et al., 2019)	Vos et al.'s (2019) research indicates that...

Group/ Corporate Author	First time with an abbreviation: (Organisation for Economic Co-operation and Development [OECD], 2019) Then all subsequent citations: (OECD, 2019)	According to the Organisation for Economic Cooperation and Development (OECD, 2019)...
Unknown Author	Cite the source by its title. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks: <i>(How to Reference Correctly, 2003)</i>	In the book, <i>How to Reference Correctly</i> (2003) it is highlighted that...

Direct Quotations

Paraphrasing or summarizing the key findings from a research article is the preferred method of citing sources in APA style, however if you are directly quoting or borrowing from another work, you should include the page number at the end of the citation. Short quotations of 40 words or less are quoted in the text, however long quotations over 40 words (block quotes) are laid out in a separate, indented paragraph of text without quotation marks.

1. Direct Short Quotation with Narrative Reference:

According to the Irish National Teachers' Organisation (INTO, 2022): "Access to home language instruction (including teaching materials), encouragement to speak existing languages on a day-to-day basis and the creation of a welcoming environment for children that values their languages, culture and home backgrounds is crucial" (p. 4).

2. Direct Short Quotation with Parenthetical Reference:

Effective teams can be difficult to describe because "high performance along one domain does not translate to high performance along another" (Ervin et al., 2018, p. 470).

NOTE: For quotes spanning multiple pages, use the abbreviation "pp." and separate the page range with an en dash (e.g., pp. 47–48).

3. Quoting References that Cite Other Works:

It is preferable to cite primary sources. However, when using secondary sources, cite the original author in parentheses followed by the author of the secondary source. Include page numbers if possible.

In text Citation: Include the author and year of both the original and secondary sources. Add "as cited in" between the sources in the in-text citation.

In Winne and Butler's (1994) study (as cited in Hattie & Timperley, 2007), it is argued that the benefits of feedback are heavily dependent...

...on which the benefits of feedback are heavily dependent (Winne & Butler, 1994, as cited in Hattie & Timperley, 2007).

Reference List: provide the details of the work in which you found the quotation or idea (i.e. the secondary source).

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

Reference list citations

Complete citations for all the sources you have used in your assignment should be presented in a **REFERENCE LIST** at the end of your submission. References are organized by the author's last name in alphabetical (A-Z) order.

Basic Format:

Author, A. A., & Author, B. B. (Date). Title of the work. Source where you can retrieve the work. URL or DOI if available.

Reference list general rules:

1. Begin your list of references on a new page, headed with the word 'References' in bold at the top and centred;
2. References are to be in a hanging indent format, meaning that the first line of each reference is set flush to the left-hand margin, with subsequent lines indented 0.5 in.;
3. Order the list of references alphabetically by author's last name. Authors' first and middle names should be written as initials;
4. Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors;
5. If there is no author given, start with the first significant word in the title;
6. For several works by the same author, or authors listed in the same order, list the works in chronological order (earliest to most recent);
7. For titles of works, capitalise only the first word of the title and subtitle, and proper names;
8. Periodical titles should be written in full with both capital and lower case letters, and in italics;
9. Double space the entire list.

Digital Object Identifier (DOI) and Uniform Resource Locator (URL)

The DOI (Digital Object Identifier) or URL (Uniform Resource Locator) is the last entry in a reference. A DOI is a unique identifier that provides a link to the original location of the source on the internet. The URL is a similar method of specifying the digital location of information on the internet. The URL is what is found in the address bar of your internet browser. According to APA 7th edition, DOI's should be included for all sources that have them. Failing the presence of a DOI, a URL should be used when referencing websites. The DOI or URL should be presented as hyperlinks (usually blue font, underlined), as follows:

<https://doi.org/xxxxx.....>

Example:

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51.

<https://doi.org/10.1037/rev0000126>

Single Vs. Multiple Authors

The following rules for sources by a single/multiple authors apply to **ALL** references in your reference list, regardless of the type of work (book, article, electronic resource, etc.).

Type of Author:	Guidance:	Reference:
1 Author	Last name first, followed by author initials.	Bruen, J. (2013). Towards a national policy for languages in education: The case of Ireland. <i>European Journal of Language Policy</i> , 5(1), 99–114. https://doi.org/10.3828/ejlp.2013.5
2 Authors	List by their last names and initials. Separate author names with a comma. Use the ampersand instead of "and."	Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i> , 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
3-20 Authors	List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.	Devine, D., Kenny, M., & Macneela, E. (2008). Naming the 'other': Children's construction and experience of racisms in Irish primary schools. <i>Race, Ethnicity and Education</i> , 11(4), 369–385. https://doi.org/10.1080/13613320802478879
21+ Authors	List by last names and initials; include the first 19 authors' names, insert an ellipsis (three dots) but no ampersand, and then add the final author's name.	Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., Abbasi-Kangevari, M., Abbastabar, H., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abolhassani, H., Aboyans, V., Abrams, E. M., Abreu, L. G., Abrigo, M. R. M., Abu-Raddad, L. J., Abushouk, A. I., ...Murray, C. J. L. (2020). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019:

		A systematic analysis for the Global Burden of Disease Study 2019. <i>The Lancet</i> , 396(10258), 1204–1222. https://doi.org/10.1016/S0140-6736(20)30925-9
Group/ Corporate Author	Treat the organization the same way you treat the author's name and format the rest of the citation as normal. Be sure to give the full name of the group author in your reference list.	Organisation for Economic Co-operation and Development. (2019). <i>Education at a glance 2019: OECD indicators</i> . OECD Publishing. https://doi.org/10.1787/f8d7880d-en .
Unknown Author:	Move the title of the work to the beginning of the references; follow with the date of publication.	<i>How to Reference Correctly</i> . (2003). Merriam-Webster.

Examples of references from different sources:

1. Textual Works

1.1. Periodicals:

Article without DOI:

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5–13.

Article with DOI/URL:

Bielsa, E. (2005). Globalisation and translation: A theoretical approach. *Language and Intercultural Communication*, 5(2), 131–144. <https://doi.org/10.1080/14708470508668889>

Magazine Article without DOI:

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today*, 39(4), 86–93.

Magazine Article with DOI/URL:

Freedman, D. H. (2012, June). The perfected self. *The Atlantic*.
http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single_page=true

Newspaper Article without DOI:

Schultz, S. (2001, August 3). New drug appears to sharply cut risk of death from heart failure. *The Washington Post*, 1A, 2A.

News Article with DOI/URL:

Johnson, K. (2017, January 16). Rwanda takes vital baby steps for preschool education. *East African*.
<https://www.theeastafrican.co.ke/Rwanda/News/Rwanda-takes-vital-baby-steps-for-pre-school-education/1433218-3519704-bi37kl/index.html>

Special Issue of a Journal:

Daller, M., Kuiken, F., Trenkic, D., & Vedder, I. (2021). Linguistic predictors of academic achievement amongst international students and home students in higher education [Special Issue]. *International Journal of Bilingual Education and Bilingualism*, 24(10).
<https://doi.org/10.1080/13670050.2021.1909452>

1.2. Books and Reference Works**Book without DOI:**

Bourdieu, P. (1991). *Language and symbolic power*. Polity Press.

Bloomberg, L. D., & Volpe, M. (2015). *Completing your qualitative Dissertation: A road map from beginning to end*. Sage.

Book with DOI/URL:

Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism*. Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?k=9781788929899>

Edited Book without DOI:

Strathern, M. (Ed.). (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. Routledge.

Edited Book with DOI/URL:

Triandafyllidou, A. (Ed.). (2018). *Handbook of migration and globalisation*. Edward Elgar.

<https://doi.org/10.4337/9781785367519>

Chapter in a Book without DOI:

Kawulich, B., & Holland, L. (2012). Qualitative data analysis. In C. Wagner, B. Kawulich, & M. Garner (Eds.), *Doing social research: A global perspective* (pp. 228–245). McGraw-Hill Higher Education.

Chapter in a Book with DOI/URL:

Blackledge, A., & Creese, A. (2016). A linguistic ethnography of identity: Adopting a heteroglossic frame. In S. Preece (Ed.), *The Routledge handbook of language and identity* (pp. 272–288).

Routledge. <https://doi.org/10.4324/9781315669816>

Electronic/ Kindle/ Audio Books without a DOI or database URL:

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0BpbI>

1.3. Reports

ERIC Document

Asio, J. M. R., & Gadia, E. D. (2019). *Awareness and understanding of college students towards teacher bullying: Basis for policy inclusion in the student handbook* (ED595107). ERIC.

<https://eric.ed.gov/?id=ED595107>

Government Report (Group Author)

United States Government Accountability Office. (2019). *Performance and accountability report: Fiscal year 2019*. <https://www.gao.gov/assets/710/702715.pdf>

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

Government Report (Individual Author)

Gilmore, J., Woollam, P., Campbell, T., McLean, B., Roch, J., & Stephens, T. (1999). *Statistical report on the health of Canadians: Prepared by the Federal, Provincial and Territorial Advisory Committee on Population Health*. Health Canada, Statistics Canada, Canadian Institute for Health Information. <https://www150.statcan.gc.ca/n1/pub/82-570-x/4227736-eng.pdf>

Pearson, C. (2015). *The impact of mental health problems on family members*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/82-624-x/2015001/article/14214-eng.pdf>

2. Reviews**Book Review without DOI:**

King, N. (2009). The psychology of personal constructs [Review of the book *George Kelly: The psychology of personal constructs*, by T. Butt]. *History & Philosophy of Psychology*, 11(1), 44–47.

Book Review with DOI/URL:

Amrita, K. (2021). Book review: Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres [Review of the book *Writing About Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations Across a Range of Genres*, by Healy, M., Matthews, K., & Cook-Sather, A.]. *Frontiers in Education*, 6 (6), 58–59. <https://doi.org/10.3389/feduc.2021.649647>

3. Reference Sources:

Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Group Author)

Merriam-Webster, Incorporated. (1997). Goat. In *Merriam Webster's collegiate dictionary* (10th ed., pp. 499-500). Merriam-Webster, Incorporated.

Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Individual Author)

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopaedia of big data*. SpringerLink. https://doi.org/10.1007/978-3-319-32001-4_7-1

4. Dissertations:

Unpublished Dissertation:

O'Regan, M. (2022). *Networked in or networked out? Learners' experiences of completing a PhD on a part-time basis* [Unpublished doctoral Dissertation]. University of Dublin.

5. Other Electronic Sources

Webpage on a website:

National Institute of Mental Health. (2018, July). *Anxiety disorders*. U.S. Department of Health and Human Services, National Institutes of Health. <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

Film:

Fleming, V. (Director). (1939). *Gone with the wind* [Film]. Selznick International Pictures; Metro-Goldwyn-Mayer.

TV Series:

Benioff, D., Casady, G., Doelger, F., Gerardis, V., & Weiss, D. B. (Executive Producers). (2011–2019). *Game of thrones* [TV series]. Television 360; Grok! Studio; Generator Entertainment; Bighead Littlehead; Home Box Office.

TV Series Episode:

Moran, D. (Writer), Linehan, G. (Writer & Director), & Wood, N. (Director). (2000). *Cooking the books* (Series 1, Episode 1) [TV series episode]. In W. Burdett-Coutts (Executive producer), *Black books*. Big Talk.

Data-set:

Grantmakers in the Arts. (2019). *Arts funding trends, United States, 1994-present* (ICPSR 37337) [Data set]. National Archive of Data on Arts & Culture. <https://www.icpsr.umich.edu/icpsrweb/NADAC/studies/37337>

PowerPoint Slides:

Jones, J. (2016, March 23). *Guided reading: Making the most of it* [PowerPoint slides]. SlideShare. <https://www.slideshare.net/hellojenjones/guided-reading-making-the-most-of-it>

Online Forum Post:

Lowry, L. [Lois-Lowry]. (2015, June 18). *Hi reddit! I am Lois Lowry, author of The Giver - AMA!* [Online forum post]. Reddit. <https://bit.ly/2CoiOTq>

Social Media:

National Geographic [@NatGeo]. (2020, January 12). *Scientists knew African grays are clever, but now they've been documented assisting other members of their species—even strangers.* X. <https://twitter.com/NatGeo/status/1216346352063537154>

Blog Post:

Flores, N. (2020, August 26). *Nice white parents and dual language education* [Blog post]. The Educational Linguist. <https://educationallinguist.wordpress.com/2020/08/26/nice-white-parents-and-dual-language-education/>

Podcast:

Meraji, S. M., & Demby, G. (Hosts). (2016–present). *Code switch* [Audio podcast]. National Public Radio. <https://www.npr.org/podcasts/510312/codeswitch>

Podcast Episode:

Delaney, S. (Host). (2022, June 05). Social and emotional learning with Sara Rimm-Kaufman (No. 425)
[Audio podcast episode]. In *Inside Education*. Spotify.

<https://open.spotify.com/episode/2rh0P2YRNOpFRrtPaqjF2H>

Appendix 7: Dissertation Submission Guidelines

The guidelines below as well as information in classes will help you prepare your Dissertation for submission. Many of the points below draw on guidelines specified by the University for the submission of postgraduate Dissertations. These broader University guidelines are contained in the University Calendar (Part III-Graduate Studies and Higher Degree). Please be aware that the text in the Calendar relates mainly to Dissertations for research degrees such as Ph.D. and do not necessarily all apply to M.Ed. Dissertations. When in doubt about what to do, consult this Appendix, along with advice provided elsewhere in the M.Ed. Handbook and through the Academic Literacy and Research Methods Modules and associated Blackboard pages.

Presentation and Format

The Dissertation should be based on A4 size pages, using a plain black typescript of not less than 11 points, though 12 point is recommended. Line-spacing should be one and a half or double spacing. The page margins must at least 35 mm on the left and at least 20 mm on the other edges.

Preliminary pages include the Title page, Declaration, Abstract, Summary, Acknowledgements, Table of Contents, List of tables and figures, List of abbreviations and List of appendices. Preliminary pages should be numbered consecutively, using Roman numerals: i, ii, iii, iv, etc. Numbering should begin on the Declaration page (as page ii). Do not number the title page.

The main text of the Dissertation, references and appendices should be numbered consecutively, using the numerals 1, 2, 3, 4 etc. All page numbers should be centrally positioned at the bottom of pages. Appendices should be named alphabetically (Appendix A, Appendix B etc.).

Word Count

The Dissertation should be 15,000 words in length, with an acceptable range of plus or minus 10%. Preliminary pages, appendices and references are not included in the word count.

Preliminary pages

Several 'preliminary pages' should be included before Chapter 1. Preliminary pages are not included in the word count. These include:

1. Title page
2. Declaration
3. Abstract
4. Summary
5. Acknowledgements
6. Table of Contents
7. List of Appendices
8. List of Tables
9. List of Figures
10. List of Abbreviations/Acronyms

Title Page

The title page should include the following information, centred on the page:

- Title of the Dissertation
- Candidate name
- The degree for which the thesis has been submitted (Master in Education)
- Supervisor: Name of Supervisor(s)
- Submitted to the University of Dublin, Trinity College, August 2027

Declaration

The University requires inclusion of a Declaration by postgraduate candidates submitting Dissertations and this should be inserted as a new page directly after the title page. The text of the Declaration is:

I declare that this Dissertation has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work. I confirm that the work has been completed in full compliance with relevant university policies, including the Academic Integrity policy, the Trinity Policy on Good Research Practice, and the guidance on AI and GenAI in Teaching, Learning, Assessment and Research.

I agree to deposit this thesis in the University's open access institutional repository or allow the Library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement.

I consent / do not consent to the examiner retaining a copy of the thesis beyond the examining period, should they so wish (EU GDPR May 2018).

The declaration should be signed and dated.

Submission Date

Full-time students: all Dissertations should be submitted (in Word format) on or before 31 August 2027 by midnight, unless granted Dean's Grace. Once the December Court of Examiners has taken place, students are required to submit their **final Dissertation** work (in PDF format), with the corrections made as per feedback, by 31st January 2028.

Part-time students (two-year part time): all Dissertations should be submitted (in Word format) on or before 31st August 2028 by midnight, unless granted Dean's Grace. Once the December Court of Examiners has taken place, students are required to submit their **final Dissertation** work (in PDF format), with the corrections made as per feedback, by 29th January 2029.

Part-time students (three-year part time): all Dissertations should be submitted (in Word format) on or before 31st August 2029 by midnight, unless granted Dean's Grace. Once the December Court of Examiners has taken place, students are required to submit their **final Dissertation** work (in PDF format), with the corrections made as per feedback, by 28th January 2030.

Any student requiring proof of completion of the M.Ed. and / or the Dissertation for funding or visas before results are released should email mastered@tcd.ie.

Method of Submission

All Dissertations should be submitted electronically as one file via the Dissertation submission link in the Blackboard module: ET7208 2026-27 M.Ed. Dissertation.

Please name your file using the following convention:

SURNAME_FIRSTNAME_ET7208_YEAR DISSERTATION, e.g.

BROWN_PETER_ET7208_2026 DISSERTATION.

The Dissertation should be uploaded onto Blackboard as one full document in Word version.

Students must upload their Dissertation using a submission link provided within the M.Ed Dissertation module. All Dissertation uploads are passed through TurnItIn (text matching software).

Further detail about this process will be provided by the M.Ed. Office closer to the time for submission.

Appendix 8: Dissertation Research Journal

Suggested template

Dissertation Research Journal

Date:	Meeting/Activity:
-------	-------------------

Summary of Feedback Received	
My Response/ Actions Taken	
Significant Decisions or Changes Made	
Challenges encountered and how addressed	
Reflection on my Development as a Researcher	

The dissertation research journal should be no more than three pages. It should be included as an appendix to the dissertation.

Appendix 9: Student Module Review Form

Student Module Review Form

School of Education

Trinity College Dublin

School of Education

STUDENT MODULE REVIEW FORM

Title of course: _____

Module code: _____

Lecturer(s): _____

Please rate your experience of the module in relation to each statement below:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The teaching approach encouraged me to participate in class.				
The module challenged me and engaged me academically.				
The lecturer(s) presented the content in an engaging and informative manner.				
The assessment procedures, as described on Blackboard and in class, were clear to me				
The assessment was beneficial for my learning and contributed to my understanding of the module's main focus				
The workload was equivalent to similar-sized 10ECTS modules				
The reading list on Blackboard was helpful and relevant.				

The main readings were available through the library, on Blackboard or in class.				
The teaching space was suitable.				
I am happy with my learning experience on the [name] module.				

- Please list 3 things which you enjoyed about this module:
- Please list 3 possible improvements which would enhance and further develop this module.
- Any other feedback.

Thank you for your feedback.

Appendix 10: Library Resources

The Library is an important factor in students' success and enjoyment at TCD and we hope that this introduction will help new students to get the most from its resources and also to encourage returning students to extend their knowledge of what is available, on the shelves and through its web pages. The Library aims to provide high quality facilities and continuing support to students, and this range of services is based on close liaison with students' representatives and academic staff. It should be noted that the School of Education has a dedicated subject librarian, Ms. Geraldine Fitzgerald, who can be contacted at: fitzgey@tcd.ie for information and advice. Her customised page for Education is available at <https://libguides.tcd.ie/education/guide>.

One of the things which we would strongly encourage you to become familiar with is the very extensive array of materials (e.g., journals, database, web portals) which are held electronically by the library (<http://www.tcd.ie/Library/>). There are a very large number of journals from which you can directly download the articles you require. It should be noted that whilst the library has a large stock of journals, not all the print collection are on the shelves and may have to be ordered from the 'stacks' (storage). Delivery times to the desk depend on storage locations (on/off campus) and you will need to fill out a paper request slip.

As one of the great university libraries of the world, the Library is a large organisation and can be complex to get to grips with early on, so it will help if you take advantage of the Library tours and the Information Skills Training programme which runs during the first (Michaelmas) term. These are designed to provide a basic induction to the library and to focus on the information needs of different groups of students.

The Library Buildings

Students should soon become familiar with the physical layout of the Library's buildings – both on- and off-campus. The Hamilton Library serves students in Science and Engineering studies. The Eavan Boland / Lecky / Ussher complex (referred to as 'The BLU') provides access to collections and services to Arts (Humanities), Arts (Letters), and BESS materials. It also houses the Map Library, facilities for students with disabilities, multi-media, photocopying, and printing facilities. The 24-hour access computer room in the Ussher Library, with access off the podium, provides study accommodation and internet access to students working around the clock. The Old Library building has the departments of Early Printed Books and Manuscripts, together with the Library Shop, Book of Kells exhibition, and

Long Room. Members of College may visit these public areas with their guests. The 1937 Postgraduate Reading Room provides designated study accommodation for postgraduate students.

The Library Collections

TCD's Library has the status of being a Legal Deposit Library - meaning that well over 100,000 print items are acquired each year. About 25% of the collections are available in open collections in the reading rooms; the rest are available promptly through the Book Stacks Service. The Library's resources range from over 150,000 electronic periodicals and databases, to textbooks, literary papers, manuscripts, maps, and microfilm. The Library has a stock of over 7m items. Your first point of access to many of these resources is the Library's web page at <http://www.tcd.ie/Library/>

Ask for help!

The Library's staff members are keen to help in advising on use of the services, so please ask if you are having difficulty in navigating around the system. The Library has a strong commitment to supporting students with disabilities. It is also very helpful for the Library to discuss relevant issues with the Students Union and there are regular meetings with Students Union Officers on developments and areas of concern. You can raise issues with your Library Class Representative who will forward them for discussion with the Library.

Admission

Members of College must show their current Trinity College ID card on entering the Library. A swipe card system is in operation at the Eavan Boland Library entrance. Lost cards should be reported immediately to Student Records who will issue replacements. Opening hours are available via the following link: <https://www.tcd.ie/library/opening-hours/>

Catalogues

The Library's catalogues record what is available and where items are located. The different catalogues cover different periods of the Library's past. The catalogue record will give you the shelf mark of material which acts like the item's address within the Library. All are searchable under SEARCH COLLECTIONS at www.tcd.ie/library.

Online catalogues (in all reading rooms and on the web).

Includes almost 90% of the Library's collections; all periodicals, a very large proportion of early printed material, and all electronic items.

Accessions catalogue

Lists all items received 1873 to the 1960s – some overlap with the online catalogue - by author.

Printed catalogue

Lists all items acquired up to 1872 – by author.

Location of collections.

Closed access = held in storage.

STELLA search

Main search box on Library website. Allows online stacks/storage requests.

The open access collection is generally purchased and recommended course-relevant material. It is classified by subject matter according to the Dewey Classification scheme in which each major division of knowledge is given a number between 100 and 999. As a result, material on similar topics is shelved as close together as possible. The letters in the shelf mark are prefixes to help identify and locate material. Always check the Library catalogue to be sure of the location of any text.

You can send for material on closed access online or in some cases on paper 'call slips' which are colour coded for delivery - e.g., blue for the Berkeley / Lecky / Ussher, and pink for the Hamilton. If you request materials online, you will receive an email to your TCD email when it is available for collection (you should also check your library account for the latest status). Items from Book Stacks take about one hour to arrive and deliveries from Santry arrive twice daily – at about 1.30p.m. and 5.30p.m. External storage items are delivered twice weekly.

Borrowing

A current TCD ID card is essential to borrow books. Research and Higher Degree Postgraduate Students may borrow up to 50 books for three months from the open shelves and closed access areas. This can include up to ten books from the undergraduate lending collection if no other copies are available.

Reserve Collection

The Reserve Collection is material that is in heavy demand and can only be read for a limited period (5 hours) in the particular reading room concerned. In addition to books, Academic staff often request that course material (e.g., lecture notes, journal articles) be placed 'In Reserve'. The Reserve collection is generally kept behind (or near) the counter and can also be known as the 'Behind Counter' or 'Counter Reserve Collection'. The Berkeley collection has been temporarily moved to the first floor of the Berkeley library (in the official publications section).

Inter-Library Loans

Forms for obtaining items not available in the Library are available online at <https://www.tcd.ie/library/using-library/inter-library.php>. This service continues to be free. Only articles or copies of book chapters can currently be supplied.

Renewals and Consulting your own Record

Renewals and reservations are possible through 'myLibrary account' on the library webpage. You can use this feature to renew your loans and make reservations for Stacks items.

Carrels

Study carrels for Masters and Doctorate students are available in the Eavan Boland, Lecky, Ussher, and Hamilton reading rooms. Priority is given to first-time applicants and to those students completing higher degrees by research alone. Applications for carrels can be made on the Library website <https://www.tcd.ie/library/using-library/carrels.php>. Masters student applications are reviewed at the end of October when Ph.D. allocations are finalised.

Photocopying / Printing

The central printing, scanning, and photocopying facilities are managed by IT Services and the College Library and provided by Datapac. There are multi-function devices (MFDs) in the Libraries and IT Services Computer Rooms located throughout the campus, and in some off-campus locations.

It is possible to print from any computer in the computer rooms to any of the Datapac MFDs, whether on or off campus, as printing from these computers works on a 'follow-me' system. This means that after you have sent a job to be printed, it will print out on whatever Datapac MFD you choose to release the job from.

In order to be able to use this service you must first credit your print account. You will also need your PIN code for the service. This is emailed to your @tcd.ie account when you register in Trinity. Full instructions on how to use the service are available on the Datapac website at www.tcdprint.ie For technical support please contact the Datapac technicians.

You are required to comply with the Copyright Act 2000 when making photocopies from material which enjoys copyright protection. Details about copyright and handling of material are placed next to the photocopiers.

Electronic Resources

The library subscribes to a wide range of databases and e-journals covering all subjects. These are available from the library webpage (<http://www.tcd.ie/Library/>) and the online catalogue.

Access is also possible from College PAC rooms and home computers.

Information Skills Training

The Library staff run a programme of training sessions at lunch times during the first (Michaelmas) term on how to get the best from the Library and its resources. Look out for details on notice boards and on the web. Full details (as well as recordings from previous sessions) available under Support and Training at www.tcd.ie/library

Contacts and Further Information

Please ask any member of Library staff for assistance or directions in the reading rooms. Information on all services and announcements on changes and developments are available from the Library's web site at: <http://www.tcd.ie/Library/>

Some Rules and Regulations

Mobile phones must be switched off before you enter the Library.

No eating, drinking, talking loudly or personal stereos permitted.

Internet use within the Library is strictly for research. No email or word processing is allowed. Do not re-shelve books. Please leave them on the trolleys provided.

The library regulations are for the benefit of all library users and future users.

The Library's staff members are keen to help in advising on use of the services so please ask if you are having any difficulty in using the Library. Type your question into our Chat with us service on the website to get real time answers to your questions (10am – 4pm, Monday to Friday).

Appendix 11: Internal Examiner Dissertation Report Form

Internal Examiner Dissertation Report Form

University of Dublin

School of Education

Master in Education

Internal Examiner Report Form

STUDENT'S NAME: _____

DISSERTATION TITLE: _____

-
1. PRESENTATION (use of presentation conventions, referencing):
 2. CLARITY OF EXPRESSION (style, flow, coherence):
 3. LITERATURE REVIEW (theoretical background to research, critical analysis):
 4. METHODS & METHODOLOGY (clarity of research focus and rationale, suitability and application of research methods and data collection):
 5. ANALYSIS & DISCUSSION OF FINDINGS (critical analysis, interpretation of implications):
 6. CONCLUSIONS (adequacy, relevance to practice, emerging from research undertaken):

7. REQUIRED CHANGES (if any):

8. SUGGESTED CHANGES (if any)

9. OVERALL RECOMMENDATION (*please delete to reflect recommendation*):

- 1) The Dissertation is passed with distinction;
- 2) The Dissertation is passed as it stands;
- 3) The Dissertation is passed subject to minor corrections being made;
- 4) The Dissertation is not of a sufficient standard to warrant the award of either 1), 2) or 3) and a viva voce examination should be held.

Following a viva voce examination, the examiner, who is normally responsible for examining the candidate at viva, may make one of the following recommendations:

- a) The work is passed subject to minor changes;
- b) The work should be failed and the candidate may apply for permission to repeat the research component of the programme (Fail Category 1);
- c) The work should be failed and the candidate may not apply to repeat the research component of the programme. (Fail Category 2).

A candidate who successfully applies to repeat the research component of the programme is liable to pay the relevant resubmission fees and the new submission is capped at a pass.

EXAMINER NAME:

DATE:

SUPERVISOR NAME:

SUPERVISOR COMMENTS:

Are you in agreement with the examiner's overall recommendation?

Yes/No

Are you satisfied that the submission has been examined according to the approved criteria and processes?

Yes/No

Note: The role of the supervisor is that of moderator. As such, the supervisor is asked to confirm whether or not they are in agreement with the assessment of the examiner and whether or not they are satisfied that the submission has been examined according to the approved criteria and processes.

If the supervisor would like to suggest any additional changes that have not been identified by the examiner, please outline them here:

If the supervisor has any additional comments you would like to add, please include them below:

All grades provisional until the Court of Examiners

Appendix 12: M.Ed. Dissertation Progress Report Form

M.Ed. Dissertation Progress Report Form

Part A of the form is completed by the student and submitted to the supervisor. The supervisor completes Part B and discusses it with the student. The student then submits the completed and signed form on Blackboard by February 27th 2027

Name of student:

Student number:

Dissertation working title:

Name of supervisor:

Which of the following are included in your research? (Delete as appropriate)

- Desk study (e.g. systematic literature review, policy review, historic review)
- Field data: Questionnaires
- Field data: Interviews or focus groups
- Field data: Other (please elaborate)

All projects must abide by Trinity's policy on good research practice. Data collection, storage and analysis must also adhere to public health guidelines and to Trinity's guidelines on collecting and storing data when working remotely.

Some projects may require amendments to ethical approval e.g. if changing from face-to-face to online data collection. A document describing this process is available on the Dissertation and ethics modules on Blackboard.

Do you require an amendment to your ethical approval? (Delete as appropriate)

Yes/No

Platforms: MS Forms is available through College for online questionnaires. MS Teams is the College-recommended platform for online interviews/focus groups. Students intending to use TCD Teams need to be added to a Team by a member of staff. Please email master.education@tcd.ie if you are using TCD Teams for your data collection and need to be added to a Team.

PART A

1. Student's self-assessment of work done since registration

This is to be submitted to the supervisor for comments and later transmission to the M.Ed. Co-ordinator. Students should indicate the frequency of contact with their supervisor (cf. sections 8.3 and 8.4 of the M.Ed. Handbook) and progress made on their review of relevant literature, research design and data collection. Students should also mention problems or setbacks experienced, since these matters are important to the M.Ed. Co-ordinator in monitoring progress. Please indicate future work to be conducted and an indicative timeframe.

Student's signature:

Date:

PART B**2. Supervisor's comments**

The substance of these comments should be discussed with your student. If they do not submit Part A, please complete and return Part B to the M.Ed. office by the due date.

Has the student maintained regular contact with you this year as specified in section 8.3 of the M.Ed. Handbook (via face to face meetings, online tutorials, and/or email)?

Yes/No

Do you foresee any problems which might prevent submission of the Dissertation on or before the deadline?

Yes/No

Have you discussed the substance of these comments with the student?

Yes/No If no, please indicate why?

Supervisor's signature

Date

PART C

To be completed by the M.Ed. Programme Director.

At this mid-point review stage, please indicate if the student's progress is deemed satisfactory or non- satisfactory.

Satisfactory

Non-satisfactory

Where a student's progress is deemed non-satisfactory, they will be invited to meet with the M.Ed. Programme Director and their supervisor to discuss the issues identified in their progress report form. Where discrepancies arise, the matter will be raised with the School's Director of Postgraduate Teaching and Learning.



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

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